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ABSTRACT

Part 9 of a series of 13 instructor's manuals for the competency based training of curriculum consultants for exceptional children focuses on the development of communication processes. Five competencies are considered: (1) that a curriculum consultant should be capable of describing the different communication processes relevant to the role of a curriculum consultant in a local school setting, (2) that a curriculum consultant should be capable of utilizing formal communication models to enhance effective interaction with school personnel on curriculum related problems, (3) that a curriculum consultant should be capable of effectively transmitting information through various communication modes, (4) that a curriculum consultant should be capable of identifying his/her objective for a presentation situation and employ the most suitable techniques, and (5) that a curriculum consultant should be capable of identifying and arranging interpersonal situations which enhance communication. Among materials included in the manual are lists of behavioral objectives for the module, enabling activities, and evaluation criteria for each of the competency components. Space is provided for the instructor to list resources and comments for the activities provided for each component. A conference record sheet is included for each of the five competencies. (PHP)

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Special Project.
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION OF CURRICULUM CONSULTANTS FOR EXCEPTIONAL CHILDREN

INSTRUCTOR'S MANUAL

for

Module 9.0 Developing / Communication Processes

Competency 9.1 A curriculum consultant should be capable of describing the different communication processes relevant to the role of a curriculum consultant in a local school setting.

November 1973

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I. Interim Report: Competency Research Phase
II. Interim Report: Module Specification Phase
III. Interim Report: Dissemination Phase

INSTRUCTOR'S MANUAL

MODULE # 9: Developing / Communication Processes

MODULE ELEMENT SCOPE:

It is the intent of this module to provide you with a basic understanding of the mechanics involved in communication processes. A major emphasis is given to formal models of communication and their practical application to communication situations in education. Considered in this module are school specific variables such as seating arrangements, communication modes, and preparation procedures for small group meetings, which influence the effectiveness of intra-group communication. This module provides general information permitting broad application and furnishes a foundation for related modules on the communication function.

MODULE ELEMENT SPECIFICATIONS:

Competency 9.1: A curriculum consultant should be capable of describing the different communication processes relevant to the role of a curriculum consultant in a local school setting.

Competency Components:

9.1.1: To assist the trainee in identifying modes of communication applicable to the role of a curriculum consultant.

9.1.2: To assist the trainee in determining the uses made of various modes of communication by the curriculum consultant.

9.1.3: To assist the trainee in analyzing situations to determine appropriate modes of communication.

Conference Record

Trainee's Name ______________________________

Phone ______________________________

Address ______________________________

Other Modules in Progress ______________________________

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____

____

Date: ____________ Reason: ______________________________

Conference Record (continued)

Date: ____________ Reason: ____

Pre-Assessment Performance	Activity Performance	Post-Assessmen Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross-Refere
			9.1.1.1 The trainee will be able to describe the type of communication problems encountered by a curriculum consultant.	
			9.1.1.2 The trainee will be able to describe the basic forms of verbal communication applicable to the role of a curriculum consultant at the local level.	
			9.1.1.3 The trainee will be able to describe the basic features of written forms and written communication modes applicable to the role of a curriculum consultant at the local level.	
			9.1.1.4 The trainee will be able to differentiate the relative appropriateness of verbal and written forms of communication for specific education relevant situations.	
			9.1.2.1 The trainee will be able to describe the circumstances under which written forms of communication are more appropriate than verbal forms of communication in the role of a curriculum consultant.	
			9.1.2.2 The trainee will be able to describe the circumstances under which verbal forms of communication are more appropriate than written forms of communication in the role of a curriculum consultant.	
			9.1.3.1 The trainee will be able to formulate a precise objective for a communication solution to a specified educational problem.	
			9.1.3.2 The trainee will be able to determine the primary and secondary target group(s) for communication objectives relevant to the role of a curriculum consultant.	
			9.1.3.3 The trainee will be able to identify the alternate modes of communication applicable to a given communication problem involving a curriculum consultant in a local school situation.	

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross-Referenc
			9.1.3.4 The trainee will be able to select the most effective mode of communication for a particular situation involving a communication problem and the role of a curriculum consultant.	
			9.1.3.5 The trainee will be able to predict the probable consequences of poor communications given a specific school situation and the role of a curriculum consultant.	

Upon successfully demonstrating competence in a behavioral objective (through pre-assessment performance, enabling activity performance, or post-assessment performance), have a SECTraC staff member initial the appropriate box. When a behavioral objective is cross-referenced to other Module Elements, be sure to have it initialed there simultaneously.

Resource File

The following activities have resource files. Each file contains material essential to the activity. Articles and reference materials have not been placed in resource files. Reference materials may later be duplicated and put into resource files in order to make the modules more complete as instructional packages.

9.1.1.1.A
9.1.1.2 A
9.1.1.3 A
9.1.1.4.A
9.1.2.1.A
9.1.2.3.A
9.1.2.4.A
9.1.3.1.A
9.1.3.2.A

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

9.1.1 To assist the trainee in identifying modes of communication applicable to the role of a curriculum consultant.

Behavioral Objectives:

9.1.1.1 The trainee will be able to describe the type of communication problems encountered by a curriculum consultant.

9.1.1.2 The trainee will be able to describe the basic forms of verbal communication applicable to the role of a curriculum consultant at the local level.

9.1.1.3 The trainee will be able to describe the basic features of written forms and written communication modes applicable to the role of a curriculum consultant at the local level.

9.1.1.4 The trainee will be able to differentiate the relative appropriateness of verbal and written forms of communication for specific education relevant situations.

Competency Component: 9.1.1 To assist the trainee in identifying modes of communication applicable to the role of a curriculum consultant.

Behavioral Objective: 9.1.1.1 The trainee will be able to describe the type of communication problems encountered by a curriculum consultant.

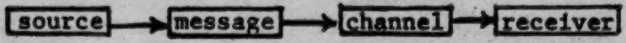
Enabling Activities	***Resources***	***Comments***
9.1.1.1.A In today's world, our ability to structure effective lines of communication is essential for success in any field. This is especially true in the local school setting. Robert Ebersol states that "(1) the effectiveness of any organizational enterprise must finally be evaluated in terms of its decision-making process and (2) effective decisions are the direct results of effective communicative processes." As a curriculum consultant, you will be an essential element to good communicative processes. Your success will largely depend on your ability to understand, operate, and control the switchboard of communication patterns essential to the well-being of the school. To meet this success, effective communication must consist of the following: 1. Telling or asking--initiating communication 2. Receptive listening 3. Mutual understanding must be established	9.1.1.1.A Resource File 9.1.1.1.A The Elementary School Principle in Action. Bradfield: International Textbook Co., 1970. Chapter VI. Communications Handbook. American Association of Agricultural College Editors, 1970. Pp. 1-18.	

Behavioral Objective 9.1.1.1 Continued:

9.1.1.1.A (continued)

4. Accomplishment of stated desired objectives established initially.

Adequate communication skills would naturally include both effective written and verbal skills keeping the following basic pattern in mind:



A curriculum consultant's communicative success will also depend on the ability to understand and deal with communicative problems that may arise. These may include a variety of areas such as personal problems, resource problems, content problems, prejudice, etc. It is imperative that the curriculum consultant be aware of these problems, so individual situations can be handled effectively.

(a) Read the given assignments to expose yourself to communicative problems.

(b) Jot down as many different types of problems that you come across in your readings.

Competency Component: 9.1.1 To assist the trainee in identifying modes of communication applicable to the role of a curriculum consultant.

Behavioral Objective: 9.1.1.1 The trainee will be able to describe the type of communication problems encountered by a curriculum consultant.

Activity No. — *Evaluation Criteria*

9.1.1.1.A

The trainee was to have read the given assignments and list the types of communication problems the curriculum consultant may encounter. Generally speaking, these problems will fall into one of the following areas:

1. Personal obstacles
    - a. Lack of knowledge of subject
    - b. Personal attitudes
    - c. Lack of adequate communication skills
    - d. Socio-cultural background
2. Situations and resource obstacles
    - a. Limitations of budget, time and place
3. Content obstacles
    - a. Nature of material to be presented
    - b. Skill to be learned or concept to be grasped
4. Receptibility to change by those to whom you are communicating.

Competency Component: 9.1.1 To assist the trainee in identifying modes of communication applicable to the role of a curriculum consultant.

Behavioral Objective: 9.1.1.2 The trainee will be able to describe the basic forms of verbal communication applicable to the role of a curriculum consultant at the local level.

9.1.1.3 The trainee will be able to describe the basic feature of written forms and written communication modes applicable to the role of a curriculum consultant at the local level.

Enabling Activities	*Resources*	*Comments*
9.1.1.2 and 9.1.1.3	9.1.1.2 and 9.1.1.3	
a. Study the filmstrip, Communication Forms Applicable to Local School Settings.	1. Filmstrip: Communication Forms Applicable to Local School Settings.	
b. After viewing the filmstrip, answer the questionnaire from Resource File 9.1.1.2.A.	2. Resource File 9.1.1.2.A	

Questionnaire for 9.1.1.2 and 9.1.1.3

1. List four general tips for effective telephone conversations:
   (a)
   (b)
   (c)
   (d)

2. A demonstration is:
   (a) a presentation for the purpose of explaining why a specific idea is needed.
   (b) a presentation that explains how to perform an act or a procedure.
   (c) a conversation on an assigned topic.

3. Demonstrations should:
   (a) allow the audience to ask questions and participate.
   (b) allow the audience to ask questions but not participate.
   (c) neither a nor b.

4. A panel usually consists of:
   (a) 5-10 people giving step by step procedures for a new design.
   (b) a group of people lecturing to an audience.
   (c) 3-6 people having a meaningful conversation on an assigned topic.

5. When giving a speech or lecture one should: (circle those that apply)
   (a) speak to the educational interests of the audience.
   (b) use language that is understandable.
   (c) stay within the time limit.
   (d) ask for audience participation.

6. During a quiet meeting: (circle those that apply)
   (a) members should feel free to reflect aloud or remain silent.
   (b) visual aids should not be used.
   (c) should consist of no mroe than 10 people.

7. List the three more common means of written communication you will encounter:
   (a)
   (b)
   (c)

8. List seven general writing techniques:
   (a)
   (b)
   (c)
   (d)
   (e)
   (f)
   (g)

9. Three good rules to remember in writing memos are:
   (a)
   (b)
   (c)

Competency Component: 9.1.1 To assist the trainee in identifying modes of communication applicable to the role of a curriculum consultant.

Behavioral Objective: 9.1.1.2 The trainee will be able to describe the basic forms of verbal communication applicable to the role of a curriculum consultant at the local level.

9.1.1.3 The trainee will be able to describe the basic features of written forms and written communication modes applicable to the role of a curriculum consultant at the local level.

Activity No.	*Evaluation Criteria*
9.1.1.2 and 9.1.1.3	The trainee, after viewing the filmstrip on Communication Forms, should be able to answer at least seven of the following nine questions correctly.

1. List four general tips for effective telephone conversations.
    a. pleasant voice
    b. avoid trite expressions
    c. be ready to talk
    d. return calls
    e. be brief
    f. say good-by pleasantly-- don't rush the other party

2. A demonstration is:
    a. a presentation for the purpose of explaining why a specific idea is needed.
    b. a presentation that explains how to perform an act or a procedure.
    c. a conversation on an assigned topic.

3. Demonstrations should:
    a. allow the audience to ask questions and participate.
    b. allow the audience to ask questions but not participate.
    c. neither a or b

4. A panel usually consist of:
    a. 5-10 people giving step by step procedures for a new design.
    b. a group of people lecturing to an audience.
    c. 3-6 people having a meaningful conversation on an assigned topic.

5. When giving a speech or lecture one should: (circle those that apply)
    a. speak to the educational interests of the audience.
    b. use language that is understandable.
    c. stay within the time limit.
    d. ask for audience participation.

Competency Component: 9.1.1 To assist the trainee in identifying modes of communication applicable to the role of a curriculum consultant.

Behavioral Objective: 9.1.1.2 The trainee will be able to describe the basic forms of verbal communication applicable to the role of a curriculum consultant at the local level.

9.1.1.3 The trainee will be able to describe the basic features of written forms and written communication modes applicable to the role of a curriculum consultant at the local level.

Activity No.

9.1.1.2 and
9.1.1.3
(continued)

Evaluation Criteria

6. During a quiet meeting: (circle those that apply)
   a. members should feel free to reflect aloud or remain silent.
   b. visual aids should not be used.
   c. should consist of no more than 10 people.

7. List the three more common means of written communication you will encounter.
   a. memo
   b. letter
   c. original paper

8. List seven general writing techniques.
   a. know your reader
   b. have a plan
   c. make a rough draft
   d. use simple, familiar, personal vocabulary
   e. be precise
   f. punctuate for clarity & meaning
   g. get approvals of authors
   h. be prompt if there is a deadline.

9. Three good rules to remember in writing memos are:
   a. write simply
   b. write clearly
   c. write briefly

Competency Component: 9.1.1 To assist the trainee in identifying modes of communication applicable to the role of a curriculum consultant.

Behavioral Objective: 9.1.1.4 The trainee will be able to differentiate the relative appropriateness of verbal and written forms of communication for specific education relevant situations.

Enabling Activities	*Resources*	*Comments*
9.1.1.4.A The effectiveness of any message will largely depend on how well the following questions are answered: a. What need are you trying to meet? b. What are your behavioral objectives? c. What deterrent factors may you find? d. What specific goals do you have in mind? After adequately answering the preceding, you can select the message content, communication technique, treatment, and transmitting channel. The actions taken must be in a framework of analysis and evaluation. The skills applied are only part of the task. Read the two in-basket situations. Keep in mind the preceding format and decide what lines of communication you would develop, and why. Make your suggestions concise. You need not necessarily give the solutions to the pro-	9.1.1.4.A Marks, Stoops, King-Stoops. Handbook of Educational Supervision. Boston: Allyn & Bacon, 1971. Chap. 11, pp. 369-425.	9.1.1.4.A The resources given are not required, but suggested if the trainee needs additional help.

9.1.1.4.A (continued)

blems, but rather the format to establishing the communication lines which would eventually arrive at a solution.

9.1.1.4.A

In-Basket #I

Recently at Central Elementary School, several teachers expressed dissatisfaction with the present reading program for the primary grades. Mr. Holt, the school principal, called a special meeting to discuss this problem. The general consensus was that the reading program was inadequate in many areas. Several of the teachers had their own ideas as to what was the best solution.

Mr. Holt felt caught in the middle and did not feel that he had a sufficient understanding of everything available to make a decision. He has called upon you as a curriculum consultant to work as a liaison between him and the staff. In what ways would you attempt to:

a) communicate with Mr. Holt?

b) communicate with staff members?

c) arrive at a solution?

9.1.1.4.A

In-Basket #II

The problem occurs in a kindergarten class in a public school. Miss Smith is a first year teacher who has a large class of 30 children. She feels that her first year has been successful except for her growing concern over Ricky. Ricky has failed to grasp the concepts necessary for first grade. The psychometrist tested Ricky and found him to be a "slow learner." She recommended Ricky for a special education classroom, but the parents were directly opposed to this. The school principal talked with the parents, but felt he "got nowhere." The curriculum consultant was called in to try to establish better lines of communication. As the consultant how would you handle:

1) the teacher and principal?

2) the parents?

3) the recommendations for Ricky?

Competency Component: 9.1.1 To assist the trainee in identifying modes of communication applicable to the role of a curriculum consultant.

Behavioral Objective: 9.1.1.4 The trainee will be able to differentiate the relative appropriateness of verbal and written forms of communication for specific situations.

Activity No.	*Evaluation Criteria*
9.1.1.4.A	The trainee will be able to establish similar modes of communication for each in-basket case given.

In-Basket #1

Because Mr. Holt is unsure of his feelings, a conference or quiet meeting between the curriculum consultant and Mr. Holt needs to occur to establish objectives.

In addition,a general meeting and demonstration should be scheduled to inform and actually show the staff exactly what is available to them. It would be ideal to contact representatives and have the various reading programs on display at the meeting.

A written handout or paper giving a synopsis of each program would be an additional help to the staff.

After a week or two an additional meeting should be scheduled to discuss teachers' views and take an opinion poll of what they now feel would be the best alternative. With this in mind, Mr. Holt could approach the board with some concrete facts about exactly what his staff needs.

In-Basket #II

A panel discussion or staffing should be done on this child to discuss findings and recommendations for Ricky.

The curriculum consultant would then contact the parents by phone to schedule a conference to discuss Ricky's future.

If, for example, special education is needed for Ricky, a written referral and case study would need to be done.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

9.1.2 To assist the trainee in determining the uses made of various modes of communication by the curriculum consultant.

Behavioral Objectives;

9.1.2.1 The trainee will be able to describe the circumstances under which written forms of communication are more appropriate than verbal forms of communication in the role of a curriculum consultant.

9.1.2.2 The trainee will be able to describe the circumstances under which verbal forms of communication are more appropriate than written forms of communication in the role of a curriculum consultant.

9.1.2.3 The trainee will be able to determine the expectations of school personnel relative to preferred modes of communication.

9.1.2.4 The trainee will be able to identify routine communication procedures utilized by school personnel to disseminate information.

9.1.2.5 The trainee will be able to identify examples of communication procedures employed by a curriculum consultant in his daily activities.

Competency Component: 9.1.2 To assist the trainee in determining the uses made of various modes of communication by the curriculum consultant.

Behavioral Objective:

9.1.2.1 The trainee will be able to describe the circumstances under which written forms of communication are more appropriate than verbal forms of communication in the role of a curriculum consultant.

9.1.2.2 The trainee will be able to describe the circumstances under which verbal forms of communication are more appropriate than written forms of communication in the role of a curriculum consultant.

Enabling Activities	***Resources***	***Comments***
9.1.2.1 and 9.1.2.2 As a curriculum consultant, effective communication is imperative. It is necessary that the consultant is trained in determining the uses made of different facets of communication. Within the local school setting, the curriculum consultant will be faced with a multitude of various problems. Designing the best mode of communication to arrive at a solution to these problems is not a simple task. No text can outline every type of problem with a specific solution to each one. The ability to handle these circumstances will eventually become intuitive with experience.		
9.1.2.1.A and 9.1.2.2.A Reference File 9.1.2.1.A contains a card sort of various problems a curriculum consultant may be faced with in the schools. It will be necessary for you to go through and sort these problems into two categories: 1. those circumstances under which written forms of communication are more appropriate.	9.1.2.1.A and 9.1.2.2.A Resource Files 9.1.2.1.A and 9.1.2.2.A card sort activity	

9.1.2.1.A and 9.1.2.2.A (continued)

2. those circumstances under which verbal forms of communication are more appropriate.

9.1.2.2.B

Prepare a short discussion at the completion of the card sort. Include: (1) the criteria you used for determining verbal from written modes of communication; and (2) the variables that coincided with each particular group.

Competency Component: 9.1.2 To assist the trainee in determining the uses made of various modes of communication by the curriculum consultant.

Behavioral Objective: 9.1.2.1 The trainee will be able to describe the circumstances under which written forms of communication are more appropriate than verbal forms of communication in the role of a curriculum consultant.

9.1.2.2 The trainee will be able to describe the circumstances under which verbal forms of communication are more appropriate than written forms of communication in the role of a curriculum consultant

Activity No.	*Evaluation Criteria*
9.1.2.1.A	The trainee has been required to do a card sort activity separating the cards into two separate categories: 1. those in which written forms of communication would be most appropriate for handling the problem. 2. those in which verbal forms of communication would be most appropriate.
9.1.2.2.B	At the completion of the preceding activity the trainee was asked to discuss the following: 1. criteria he used for distinguishing verbal from written modes of communication. 2. variables that coincided with each particular group. Since the trainee will develop different criteria and variables for each response, specific guidelines cannot be established. It should be noted, however, that the trainee encompasses the following sets of general guidelines: 1. an indication of careful consideration and thought occurred in each instances. 2. a general format for establishing an adequate number of variables. 3. a careful explanation of the criteria used to distinguish verbal modes from written modes.

Competency Component: 9.1.2 To assist the trainee in determining the uses made of various modes of communication by the curriculum consultant.

Behavioral Objective: 9.1.2.3 The trainee will be able to identify routine communication procedures utilized by school personnel to disseminate information.

Enabling Activities	*Resources*	*Comments*
9.1.2.3.A Communications systems must be established within each school so that information can travel both ways with as little indirect handling as possible. Depending on the school size and make-up, communications systems may vary greatly. A very small school may prefer to handle everything verbally through its principals or secretaries. At the same time, a very large school may go to the other extreme and require everything in writing. As a curriculum consultant, it will be necessary that you identify and be familiar with routine communication procedures utilized by school personnel in various local setting. Contact three schools, one each having the following populations: 1. population less than 200. 2. population between 300 and 600. 3. population more than 800. Obtain information as to:	9.1.2.3.A In Resource File 9.1.2.3.A, you will find a list of schools in his area broken down by population. If you desire, you may pull from this list to find three schools to contact.	

Behavioral Objective **Continued:**

9.1.2.3.A (continued)

- **a. routine communication procedures to disseminate information.**
- **b. is the school satisfied with the procedures used?**
- **c. If answer to b. is no, how would they ideally go about creating better communication lines?**

9.1.2.3

Population Breakdown

A. Population of 200 or less

Two-Mile Prairie

Diagnostic Learning Center

Ridgeway

Woodhaven (estimated population)

Casa at the University of Missouri Laboratory School

B. Population of between 300 and 600

Field

Rockbridge

Shepard

West Boulevard

Oakland Junior High

State Training School at Boonville

C. Population greater than 800

Hickman High School

Blue Ridge

Fairview

Competency Component: 9.1.2 To assist the trainee in determining the uses made of various modes of communication by the curriculum consultant.

Behavioral Objective: 9.1.2.3 The trainee will be able to identify routine communication procedures utilized by school personnel to disseminate information.

Activity No.	*Evaluation Criteria*
9.1.2.3.A	The trainee was required to contact three schools of various populations to familiarize himself with different lines of communications. The trainee was requested to retrieve the following information: a. routine communication procedures to disseminate information. b. is the school satisfied with procedures used? c. If answer to b. is no, how would they ideally go about creating better communication lines? The information retrieved by the trainee should meet the following requirements: a. precise and logical explanation of specific lines of communication used in each individual school. b. if c. is answered, legitimate step by step procedures should illustrate improvement in communication lines.

Competency Component: 9.1.2 To assist the trainee in determining the uses made of various modes of communication by the curriculum consultant.

Behavioral Objective: 9.1.2.4 The trainee will be able to identify examples of communication procedures employed by a curriculum consultant in his daily activities.

Enabling Activities	*Resources*	*Comments*
9.1.2.4.A Throughout this component, the uses of different modes of communication have been discussed. The trainee should be familiar with the types of communication lines available and the ways he may capitalize on these. As the last activity in this component, the trainee will identify examples of communication procedures employed by a curriculum consultant in his daily activities. Resource File 9.1.2.4.A contains a schedule of a day in the life of a curriculum consultant. Read through the activities and jot down the types of communication that occur throughout the day.	9.1.2.4 A Resource File 9.1.2.4.A	

9.1.2.4

A Day's Activities for a Curriculum Consultant

9:00-10:30	Meet with sales representative from Scott-Foresman to discuss Reading Systems.
10:30-11:00	Organize information obtained from meeting.
11:00-12:00	Be at Maryland School for meeting on results and problems of prescriptive teaching.
12:00- 1:00	Lunch
1:00- 1:30	Meet with Principal of Oakridge to discuss how you will be supervising teachers with new math program.
2:00- 3:00	Meeting with IMC personnel to plan summer workshop.
3:00- 4:30	Office hours.

Competency Component: 9.1.2 To assist the trainee in determining the uses made of various modes of communication by the curriculum consultant.

Behavioral Objective: 9.1.2.4 The trainee will be able to identify examples of communication procedures employed by a curriculum consultant in his daily activities.

Activity No.	*Evaluation Criteria*
9.1.2.4.A	The trainee was required to analyze a simulated schedule for a curriculum consultant. The trainee was asked to jot down examples of the types of communication encountered in this schedule. The following is a list of the communication lines involved. The trainee's list need not necessarily be the same, but should cover the same areas of communication. 1. In meeting with the Scott Foresman salesman, a verbal discussion and possibly a demonstration will take place. The curriculum consultant will probably be jotting down the main ideas of the meeting. 2. After the meeting, the consultant will write a paper describing the characteristics of the Reading Systems. 3. While at Maryland School, the consultant will be involved with a verbal discussion. She may also want to jot down complaints and problems that the staff may elicit. 4. Oakridge again will involve a verbal conference. The consultant may also have prepared a written handout on the schedule of events to follow. 5. The meeting at the IMC will involve verbal discussion, possibly a panel discussion, and the involvement of writing out their ideas. 6. During office hours, the curriculum consultant will be writing and answering memos, making and answering telephone calls, and catching up on written work.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

9.1.3 To assist the trainee in analyzing situations to determine appropriate modes of communication.

Behavioral Objectives:

9.1.3.1 The trainee will be able to formulate a precise objective for a communication solution to a specified educational problem.

9.1.3.2 The trainee will be able to determine the primary and secondary target group(s) for communication objectives relevant to the role of a curriculum consultant.

9.1.3.3 The trainee will be able to identify the alternate modes of communication applicable to a given communication problem involving a curriculum consultant in a local school situation.

9.1.3.4 The trainee will be able to select the most effective mode of communication for a particular situation involving a communication problem and the role of a curriculum consultant.

9.1.3.5 The trainee will be able to predict the probable consequences of poor communications given a specific school situation and the role of a curriculum consultant.

Competency Component: 9.1.3 To assist the trainee in analyzing situations to determine appropriate modes of communication.

Behavioral Objective: 9.1.3.1 The trainee will be able to formulate a precise objective for a communication solution to a specified educational problem.

Enabling Activities	*Resources*	*Comments*
9.1.3.1.A The trainee will be able to formulate a precise objective for a communication problem. Developing objectives is an essential skill for the curriculum consultant if successful communication is a goal. As a curriculum consultant, you will be involved in many problem situations. Precise objectives for desired goals can set the stage for success in communication. A statement of an objective describes a desired state in the learner. Success is demonstrated when the learner can arrive at the state of the said objective. Objectives need to be meaningful; that is successful in communicating your intent. Specific objectives will communicate your intended goals. To aid you in learning to formulate objectives, read the short book, Preparing Instructional Objectives, by Robert Mager. In Resource File 9.1.3.1.A you will find a set of cards with a	9.1.3.1.A Mager, R. F. Preparing Instructional Objectives. Belmont, California: Fearon Publishers, 1962. Resource File 9.1.3.1.A	

9.1.3.1.A (continued)

communication problem stated on each card. Read through these problems and develop a concisely stated objective for each problem.

Competency Component: 9.1.3 To assist the trainee in analyzing situations to determine appropriate modes of communication.

Behavioral Objective: 9.1.3.1 The trainee will be able to formulate a precise objective for a communication solution to a specified educational problem.

Activity No.	*Evaluation Criteria*
9.1.3.1.A	The trainee was required to analyze the simulated problems in Resource File 9.1.3.1.A. A precise objective was to be formulated for each communicative problem.

Each objective formulated should be based on the following guidelines:

1. The objective stated must meaningful, that is successful in communicating intent.
2. The objective must be specific and concise in content.
3. The objective must identify the kind of performance that will be accepted as evidence that the learner has achieved the objective.

The objectives stated for each problem should basically agree with those below:

Problem #1
The teachers will attempt better professional relationships through communicative counseling.

Problem #2
In-service workshops will become more desirable through added fringe benefits.

Problem #3
The teacher and pupil will develop a successful relationship through teacher training and as measured by classroom observation and informal evaluation.

Problem #4
The teachers will be exposed to various science programs through demonstrations.

Problem #5
The teachers will be exposed to methods of providing beneficial student teaching experiences for student teachers through workshops and in-service training.

Competency Component: 9.1.3 To assist the trainee in analyzing situations to determine appropriate modes of communication.

Behavioral Objective: 9.1.3.1 The trainee will be able to formulate a precise objective for a communication solution to a specified educational problem

Activity No.	*Evaluation Criteria*
9.1.3.1.A (continued)	Problem #6 The teacher will improve reinforcement techniques through in-service training on contingency contracting and as measured by student success and informal observation.

Competency Component: 9.1.3 To assist the trainee in analyzing situations to determine appropriate modes of communication.

Behavioral Objective: 9.1.3.2 The trainee will be able to determine the primary and secondary target group(s) for communication objectives relevant to the role of a curriculum consultant.

Enabling Activities	*Resources*	*Comments*
9.1.3.2.A	9.1.3.2.A	

Enabling Activities

9.1.3.2.A

Communication has been defined as "the process whereby ideas and thoughts are transmitted from one person or group to another person or group with the intention of creating understanding in the thinking of the receiver."[1]

This definition omits any consideration of resultant action as a consequence of communication, but it does include the consideration of target groups. Every attempt at communication moves in the direction of a primary target person or group. Very often, communication efforts will also be aiming an objective towards a secondary target group or groups.

In setting an objective for a communication problem in a school setting, the primary target may be the classroom teacher. You may also aim towards the principal, faculty, students, etc., as secondary groups. For example, in establishing a new math program, the primary

Resources

9.1.3.2.A

Resource File 9.1.3.2.A

Dooher, J. M. Effective Communication: On the Job. New York: American Management Association, 1956.

Berlo, D. The Process of Communication. New York: Holt, Rinehart & Winston, 1960.

Howell, W. W., and Bormann, E. G. Presentational Speaking for Business and the Professions. New York: Harper & Row, 1971.

Marks, J.R., Stoops, E., and Stoops-King, J. Handbook of Educational Supervision. Boston: Allyn & Bacon, 1971.

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[1] C.G. Browne. "Communication Means Understanding." Personnel Administration, XXI (January-February, 1958), pp. 12-16.

9.1.3.2.A (continued)

target may be the teachers. Through effective communication of the objectives, the pupils will become a secondary target.

Resource File 9.1.3.2.A contains a multiple choice quiz to aid the trainee in determining primary and secondary target groups. Read each problem and answer the questions. The resources given are references, not required, but listed if the trainee feels he needs additional help.

Competency Component: 9.1.3 To assist the trainee in analyzing situations to determine appropriate modes of communication.

Behavioral Objective: 9.1.3.2 The trainee will be able to determine the primary and secondary target group(s) for communication objectives relevant to the role of a curriculum consultant.

Activity No.	*Evaluation Criteria*
9.1.3.2.A	Read each problem and choose the most appropriate answer.

1. A teacher has contacted you for help with a child who never completes a task. The principal's suggestions have been futile.

   A. The primary target group is:
      a. the teacher
      b. the principal
      c. the child

   B. The secondary target group is:
      a. the teacher
      b. the principal
      c. the child
      d. (b) and (c)

2. A special education director desires training in curriculum development for use with his teaching faculty.

   A. The primary target group is:
      a. the principal
      b. the faculty
      c. both

   B. The secondary target group is:
      a. the principal
      b. the faculty
      c. both

3. Teachers for the auditorily impaired desire a workshop in materials modification and adaption for auditorily impaired children.

   A. The primary target group is:
      a. the teachers
      b. the children
      c. both

Competency Component: 9.1.3 To assist the trainee in analyzing situations to determine appropriat modes of communication.

Behavioral Objective: 9.1.3.2 The trainee will be able to determine the primary and secondary target group(s) for communication objectives relevant to the role of a curriculum consultant.

Activity No. | *Evaluation Criteria*

9.1.3.2.A (continued)

B. The secondary target group is:
  a. the teachers
  b. the children
  c. both

4. A director wants to introduce his teachers to contingency contracting

A. The primary target group is:
  a. the director
  b. the teachers

B. The secondary target group is:
  a. the director
  b. the teachers
  c. the students

5. A teacher desires help in learning to use the Michigan Tracking Program.

A. The primary target group is:
  a. the students
  b. the teacher
  c. both

B. The secondary target group is:
  a. the students
  b. the teacher
  c. other faculty members

6. A director in Special Education is interested in implementing a new math series.

A. The primary target group is:
  a. the director
  b. the teachers
  c. the students

B. The secondary target group is:
  a. the director
  b. the teachers
  c. the students

Competency Component: 9.1.3 To assist the trainee in analyzing situations to determine appropriate modes of communication.

Behavioral Objective:

9.1.3.3 The trainee will be able to identify the alternate modes of communication applicable to a given communication problem involving a curriculum consultant in a local school situation.

9.1.3.4 The trainee will be able to select the most effective mode of communication for a particular situation involving a communication problem and the role of a curriculum consulta

9.1.3.5 The trainee will be able to predict the probable consequences of poor communications given a specific school situation and the role of a curriculum consultant.

Enabling Activities	***Resources***	***Comments***
9.1.3.3.A, 9.1.3.4.A, and 9.1.3.5.A In the previous activities we have been concerned with communication and the various factors that influence the process. You should be aware of the complexity of communicating a specific bit of information and the possible indictment that may occur. Effective communication: Given a purpose for communicating a response which is to be elicited, a communicator hopes that his communication will have high fidelity. By fidelity, we mean that he will get what he wants. A high-fidelity encoder is one that expresses the meaning of the source perfectly. A high-fidelity decoder is one that translates a message for the receiver with complete accuracy. A. Your task for this activity is to read and analyze the simulated day's activities for a curriculum consultant. This is in Resource File 9.1.3.3.A. Now that you have established effective communication, consider ineffective communication. Write out the consequences for ineffective communica-	9.1.3.3.A Resource File 9.1.3.3.A A simulated day's activities for a curriculum consultant. (contained within the module)	

9.1.3.3.A, 9.1.3.4.A, and 9.1.3.5.A (continued)

day's activity.

B. Section two of this activity has been designed to aid the trainee in identifying alternate modes of communication. Now that you have listed the consequences of poor communication, go back over Mrs. C.C.'s day and "brainstorm" a list of relevant alternate modes of communication. What other methods could she have incorporated to have elicited better communication?

C. As the last activity in this objective, read through your list from section B. Through logical reasoning, select what you feel would be the most effective method of communicating each situation in Mrs. C.C.'s day. Give your reasoning behind your selection.

Resource File 9.1.3.3.A

A Typical Day for Mrs. Curriculum Consultant

As Mrs. C. Consultant enters the office to check her mail, she remembers that the in-service training session on the use of audiovisual aids is to be held after school for the teachers in the school system. Since time has not allowed for preparation beforehand, she is preoccupied with how the session would be handled. While she is glancing through her letters and memos, deep in thought, Mrs. Black, the new first grade teacher, approaches her with a problem.

"Mrs. C. Consultant, I know we have discussed this before but I can't seem to get my stations to run smoothly."

After a few minutes of uneasy silence, Mrs. C. Consultant realizes that Mrs. Black is again confused about the instructional model she advised her to use.

"Perhaps you should try a different approach, Mrs. Black."

"Well, I have really tried and it isn't going too badly but I just need a little help with the schedules."

"You could always try another approach. Sometimes, we just can't make them work out."

"But Mr. Peters uses stations and they seem to work out all right."

"Yes, but Mr. Peters is more experienced. Why don't you drop by at lunch and we'll talk about it."

Mrs. Black mumbles an "O.K." and leaves.

One of the memos that Mrs. C. Consultant receives in her morning mail is a request for her to get in touch with Mr. Arms, who teaches in another building in the school system. Mrs. C. Consultant dials the school and talks with Mr. Arms.

"Mrs. C. Consultant, I need to know how to use a sociometric instrument."

Mrs. C. Consultant refers Mr. Arms to Mrs. Green, from that building, for help. Mrs. Green is not in special education and has overtly expressed her dislike for the self-contained classroom. Mr. Arms asks if Mrs. C. Consultant could help him herself but after apologizing for her busy schedule, she tells Mr. Arms that she just doesn't have time.

At lunch that day Mrs. C. Consultant sat with several teachers in regular education. Their conversation turns to a child that was returned to the regular classroom but sent back to special education after several weeks.

"I don't know why those teachers in special education think they can ever get those children where they are supposed to be. They just can't make it with the normal kids."

Mrs. C. Consultant, feeling a need to defend special education, comments on the fact that these children will need a little special help in the regular classroom to make the transition.

"Wait a minute, that's what special education should do, not regular education."

Mrs. C. Consultant ends the conversation by saying that the two educational settings must learn to work together. She finishes her lunch in silence.

Upon returning to her office Mrs. C. Consultant receives a phone call of Mr. Jones at the Junior High. Realizing that she must get the in-service training session outlined, she asks him to phone back tomorrow. Since Mr. Jones had never called her before for assistance, he is obviously disappointed in her response.

The remainder of the afternoon is spent preparing for the in-service training session. Mrs. C. Consultant decides to present a short introduction on each type of audiovisual aid and then let the teachers experiment with the equipment on their own. She plans to leave after the verbal introduction because she has to pick up her husband at 4:30.

9.1.3 To assist the trainee in analyzing situations to determine appropriate modes of communication.

Competency Component:

9.1.3.3 The trainee will be able to identify the alternate modes of communication applicable to a given communication problem involving a curriculum consultant in a local school situation.

Behavioral Objective:

9.1.3.4 The trainee will be able to select the most effective mode of communication for a particular situation involving a communication problem and the role of a curriculum consultant

9.1.3.5 The trainee will be able to predict the probable consequences of poor communications given a specific school situation and the role of a curriculum consultant.

Activity No.

9.1.3.3.A,
9.1.3.4.A,
9.1.3.5.A

Evaluation Criteria

A.

The trainee was required to predict probable consequences of poor communications given a day's activities in the life of Mrs. C.C.

The following is a guideline towards the trainee's performance. Additional comments may be included, but the following points must be established:

Communication Event A

From the communication exchange between Mrs. C.C. and Mrs. Black, Mrs. Black could decode the messages she was receiving as a criticism of her teaching ability.

Consequences:

1. Mrs. Black could become discouraged with her first attempt at teaching.
2. Mrs. Black could become hesitant about asking Mrs. C.C. for assistance or using new techniques.

Communication Event B

Mrs. C.C., because of her schedule, suggested the first person she thought of to aid Mr. Arms in constructing a sociometric instrument. The personal feelings of both teachers should have been considered plus the request by Mr. Arms for her assistance instead of Mrs. Green's. This should have been a clue that the reference was unsatisfactory.

Consequences:

1. Refusal on the part of Mr. Arms to contact Mrs. C.C. for additional help in the future.
2. Further alienation on the part of Mr. Arms to regular education if he followed through on the suggestion.

Communication Event C

The conversation during lunch among the regular education teachers and Mrs. C.C.

Competency Component: 9.1.3 To assist the trainee in analyzing situation to determine appropriate modes of communication.

Behavioral Objective:

9.1.3.3 The trainee will be able to identify the alternate modes of communication applicable to a given communication problem involving a curriculum consultant in a local school situation.

9.1.3.4 The trainee will be able to select the most effective mode of communication for a particular situation involving a communication problem and the role of a curriculum consultant.

9.1.3.5 The trainee will be able to predict the probable consequences of poor communications given a specific school situation and the role of a curriculum consultant.

Activity No.	*Evaluation Criteria*
9.1.3.3.A, 9.1.3.4.A, 9.1.3.5.A (continued)	Consequences:

1. Foster negative attitudes toward Mrs. C.C. generalized to the entire area of special education.

2. Hinder cooperation between special education and regular education teachers.

Communication Event D

Telephone conversation between Mr. Jones and Mrs. C.C.

Consequences:

1. Mr. Jones may not call back for an appointment.

2. Feelings of rejection and a negative attitude toward.

B.

The trainee will be able to identify the relevant alternate modes of communication applicable to a given communication problem involving a curriculum consultant in a local school situation.

The following is a list of possible alternate modes. The trainee list should basically coordinate with this, but additional comments may be included or deleted.

Communication A

Possible alternate modes:

1. Put other business aside and given her attention to Mrs. Black.

2. Schedule a conference for later.

3. Mrs. C.C. could have offered to come into the classroom to observe.

4. Given Mrs. Black some written materials on scheduling.

5. Suggested she talk with Mr. Peters.

Competency Component: 9.1.3 To assist the trainee in analyzing situations to determine appropriate modes of communication.

9.1.3.3 The trainee will be able to identify the alternate modes of communication applicable to a given communication problem involving a curriculum consultant in a local school situation.

Behavioral Objective:

9.1.3.4 The trainee will be able to select the most effective mode of communication for a particular situation involving a communication problem and the role of a curriculum consultant

9.1.3.5 The trainee will be able to predict the probable consequences of poor communications given a specific school situation and the role of a curriculum consultant.

Activity No.

9.1.3.3.A
9.1.3.4.A
9.1.3.5.A
(continued)

Evaluation Criteria

B. (continued)
Communication B

Alternate modes:

1. Scheduled an appointment with Mr. Arms for a later date.
2. Suggest some reading materials for Mr. Arms.
3. Suggest reading materials and a conference at a later date.
4. Several suggested people to contact on the subject.

Communication Event C

1. Offer suggestions on how special education and regular teachers can work together.
2. Make a mental note of teachers' feelings and try to establish better communication at a later time.
3. Sympathize with the teachers.
4. Make no comment at all.

Communication Event D

1. Give a more positive attitude toward Mr. Jones' inquiry.
2. Make time to take with Mr. Jones.
3. Set up an appointment with Mr. Jones.
4. Find out Mr, Jones' needs and refer him to someone else.

C.

The trainee was to select the most effective mode of communication for each problem listed. Here, rather than listing the most effective mode, it is more important to analyze his rationale for selectin a particular method of communication. His rationale must be precise, logical and coordinated well with the necessities of the problem.

This area of the activity should be reviewd by and discussed with the SECTraC advisor.

Project No. 351359
OEG-0-71-3675(603)

Special Project
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION OF CURRICULUM CONSULTANTS FOR EXCEPTIONAL CHILDREN

INSTRUCTOR'S MANUAL

for

Module 9.0 Developing / Communication Processes

Competency 9.2 The curriculum consultant will be capable of utilizing formal communication models (e.g., Berlo's model) to enhance effective interaction with school personnel on curriculum related problems.

November 1973

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Division of Training

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I. Interim Report: Competency Research Phase
II. Interim Report: Module Specification Phase
III. Interim Report: Dissemination Phase

INSTRUCTOR'S MANUAL

MODULE #9: Developing / Communication Processes

MODULE ELEMENT SCOPE:

It is the intent of this module to provide you with a basic understanding of the mechanics involved in communication processes. A major emphasis is given to formal models of communication and their practical application to communication situations in education. Considered in this module are school specific variables such as seating arrangements, communication modes, and preparation provides general information permitting broad application and furnishes a foundation for related modules on the communication function.

MODULE ELEMENT SPECIFICATIONS:

Competency 9.2 The curriculum consultant will be capable of utilizing formal communication models (e.g., Berlo's model) to enhance effective interaction with school personnel on curriculum related problems.

Competency Components:

9.2.1 To assist the trainee in becoming knowledgeable of the major components of communication processes.

9.2.2 To assist the trainee in gaining familiarity with communication models which are appropriate to the communication needs of a curriculum consultant.

9.2.3 To assist the trainee in transferring a theoretical model into practical application.

Conference Record

Trainee's Name ______________________________

Phone ______________________________

Address ______________________________

Other Modules in Progress ______________________________

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Date: __________ Reason: ______________________________

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Conference Record (continued)

Date: ______________ **Reason:** ____

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Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross-Reference
			9.2.1.1 The trainee will be able to provide an accurate definition of source-encoder, receiver-decoder, message, and channels.	
			9.2.1.2 The trainee will be able to illustrate the application for source-encoder.	
			9.2.1.3 The trainee will be able to illustrate the application for receiver-decoder.	
			9.2.1.4 The trainee will be able to illustrate the application for a message.	
			9.2.1.5 The trainee will be able to illustrate the application for channels of communication.	
			9.2.2.1 The trainee will be able to delineate the basic parameters of Aristotle's communication model.	
			9.2.2.2 The trainee will be able to delineate the basic parameters of Schramm's communication model.	
			9.2.2.3 The trainee will be able to delineate the basic parameters of Shannon and Weaver's communication model.	
			9.2.2.4 The trainee will be able to delineate the basic parameters of Lasswell's communication model.	
			9.2.2.5 The trainee will be able to delineate the basic parameters of Berlo's communication model.	
			9.2.2.6 The trainee will be able to identify the unique contributions of each model to the basic communication process: speaker-message-listener.	
			9.2.3.1 The trainee will be able to provide a logical rationale for the use and importance of effective communication in the role of a curriculum consultant.	
			9.2.3.2 The trainee will be able to analyze a school relevant communication and describe the application of a specific model to the situation.	

Upon successfully demonstrating competence in a behavioral objective (through pre-assessment performance, enabling activity performance, or post-assessment performance), have a SECTraC staff member initial the appropriate box. When a behavioral objective is cross-referenced to other Module Elements, be sure to have it initialed there simultaneously.

Resource File

The following activites have resource files. Each file contains material essential to the activity. Articles and reference materials have not been placed in resource files. Reference materials may later be duplicated and put into resource files in order to make the modules more complete as instructional packages.

9.2.1.1.A

9.2.1.2.A

9.2.1.2.B

9.2.2.1.A

9.2.3.1.A

9.2.3.2.A

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

9.2.1 To assist the trainee in becoming knowledgeable of the major components of communication processes.

Behavioral Objectives:

9.2.1.1 The trainee will be able to provide an accurate definition of source-encoder, receiver-decoder, message, and channels.

9.2.1.2 The trainee will be able to illustrate the application for source-encoder.

9.2.1.3 The trainee will be able to illustrate the application for receiver-decoder.

9.2.1.4 The trainee will be able to illustrate the application for a message.

9.2.1.5 The trainee will be able to illustrate the application for channels of communication.

Competency Component: 9.2.1 To assist the trainee in being knowledgeable of the major components of communication processes.

Behavioral Objective: 9.2.1.1 The trainee will be able to provide an accurate definition of source-encoder, receiver-decoder, message, and channels.

Enabling Activities	*Resources*	*Comments*
9.2.1.1.A In dealing with the communication process, it is evident that no two communication situations are identical, yet, at the same time we can attempt to isolate certain components that all communication situations have in common. It is these components and their interrelationship that are considered when we try to construct a general model of communication. The following activity will introduce the four major ingredients and serve as a guide in directing you toward a definition of each. In resource file #9.2.1.1.A you will find a brief paragraph describing a basic communication situation, plus a list of questions (Section 1, Part 1). Your assignment is to read the communication situation and respond to each question in order. After completion of this task, turn to Section 1, Part 2 to check your response. To insure understanding of the four basic components involved in communication, you are required to define each of the terms in the space provided under Section 1, Part 3. Your definition should then be compared to the ones indicated in Section 1, Part 4 which were taken from The Process of Communication: An Introduction to Theory and Practice	Resource file #9.2.1.1.A Ewenson, J.; Auer, J.J.; & Irwin J.V. The Psychology of Communication. Appleton-Century-Crofts: New York, 1963. Pp. 131-141.	

9.2.1.1.A (continued)

by David K. Berlo, a noted authority in the field of communication processes. If a major discrepancy is discovered during the comparison, move to Section 2 and try again.

Read the reference indicated to provide background information before you begin the task.

Section 1

Part 1: Communication Situation

Setting: Local coffee shop

Participants: Joe and Mary

Time: Friday morning

Conversation

Joe: "Mary, will you go to the picnic with me Sunday?"

Mary: "Thanks, Joe, but I've already made plans."

Questions

1. Identify the person with a purpose or reason for engaging in communication.

   Answer: ______________________________

2. What was the purpose involved in Joe asking Mary this question?

   Answer: ______________________________

3. Since Mary couldn't respond to Joe's question until it was in physical form, what did Joe have to do?

   Answer: ______________________________

4. Which of the following codes was used?

   a. written words
   b. spoken words
   c. gestures

   Answer: ______________________________

5. By what physical motor skill was the message sent by Joe?

   Answer: ______________________________

6. Identify the target of communication.

   Answer: ______________________________

7. By what sensory skill was the message received by Mary?

   Answer: ______________________________

8. Since sound waves themself are useless to the receiver, what must occur?

   Answer: ______________________________

9. After Mary received the message and decoded it, what new position did she take in the communication situation?

   Answer: ______________________________

Part 2

Answers to Part 1:

1. Joe: He knew there was a picnic Sunday and as he was sitting with Mary he realized that she was the girl he wanted to take.

2. To get Mary to agree to accompany him on Sunday. (He may have other purposes as well, but they are not our concern.)

3. He had to translate his purpose or intention into code. His central nervous system ordered his speech mechanism to construct a message to express his purpose. The speech mechanism, serving as an encoder, produced a message.

4. spoken words

5. Vocal mechanisms

6. Mary. She is the intended receiver.

7. Hearing mechanism.

8. The message is transmitted via sound waves through air which represents the channel. Her hearing mechanism serves as a decoder of the sound waves by changing the waves into nerve impulses and sending these to the central nervous system.

9. The source. Mary's central nervous system responds to the message. Her purpose is to refuse the date. To convey her purpose she must encode the message by some motor means (vocal mechanism), directed toward the target of communication or receiver, which now becomes Joe.

Part 3

Define the following terms:

1. Communication Source:

2. Encoder:

3. Message:

4. Channel:

5. Decoder:

6. Communication Receiver:

Part 4

Answers to Part 3

1. Communication Source: Some person or group of persons with a purpose, a reason for engaging in communication.

2. Encoder: The communication encoder is responsible for taking the ideas of the source and putting them in a code, expressing the source's purpose in the form of a message. Therefore, an encoder is a means of translating the purpose into a code. Usually considered to be the set of motor skills of the source.

3. Message: The purpose of the source has to be expressed in the form of a message. In human communication, a message is behavior available in physical form - the translation of ideas, purposes and intention into a code, a systematic set of symbols.

4. Channel: A channel is a medium, a carrier of messages.

5. Decoder: Just as a source needs an encoder to translate his purposes into a message, the receiver needs a decoder to re translate, to decode the message and put it into a form that the receiver can use. We can look at the decoder as the set of sensory skills of the receiver.

6. Communication Receiver: When we talk, somebody must listen; when we write, somebody must read. The person or persons at the other end can be called the communication receiver, the target of communications.

Section 2

Part 1: Communication Situation

Type: Non-verbal

Reconstruct the situation and activities when you read a chapter in a book.

Questions

1. Identify the source or person who has a purpose to communicate.

   Answer: ______________________________

2. What are the mechanisms which serve as the encoder of the purpose into a message?

   Answer: ______________________________

3. What is the message?

   Answer: ______________________________

4. What is the carrier of the message or how is it transmitted to you?

   Answer: ______________________________

5. What sensory skill do you employ to decode the message?

   Answer: ______________________________

6. Identify the receiver of the message.

   Answer: ______________________________

Part 2

Answers to Part 1

1. The author

2. Writing mechanisms
3. Words on the page and the way that the words are arranged.
4. The medium is the book, by means of light waves.
5. Your eyes.
6. You are the receiver.

Return to Section 1, Part 3 and see how your definitions would be altered. Make the necessary changes and compare your new definitions to the ones provided.

Competency Component: 9.2.1 To assist the trainee in being knowledgeable of the major components of communication.

Behavioral Objective: 9.2.1.1 The trainee will be able to provide an accurate definition of source-encoder, receiver-decoder, message and channels.

Activity No.	*Evaluation Criteria*
9.2.1.1.A	Because of the nature of this activity, evaluation will essentially be carried out by the trainee. Your role as instructor, in this instance, is to provide guidance where needed. If after completion of the activity the trainee is still having difficulty, you can refer them directly to The Process of Communication: An Introduction to Theory and Practice, written by David K. Berlo. The trainee will be required to submit the completed activity for purpose of record keeping and cerification that the task was actually performed.

Competency Component: 9.2.1 To assist the trainee in being knowledgeable of the major components of communication processes.

Behavioral Objective: 9.2.1.2-9.2.1.5 The trainee will be able to illustrate the interrelationship among the components of communication: source-encoder, receiver-decoder, message, and channel.

Enabling Activities	*Resources*	*Comments*
9.2.1.2.A-9.2.1.5.A Now that the basic components of communication have been delineated and defined, the next step is to understand the "process" involved. The term "process" merely refers to the interrelationship among the components. Although communication is an on-going dynamic process, with each ingredient dependent upon the other, for instructional purposes we will continue to deal with an extremely simplified situation. The focus that should be placed on the following activity is one of interrelationship of the basic components identified in Behavioral Objective 9.2.1.1. Keep in mind that in a real life situation the process of communication is extremely complex, with numerous variations. In Resource File 9.2.1.2.A you will find several abstracts. Read the given assignments carefully keeping in mind the components of communication. In Resource File 9.2.1.2.B you will find a list of questions based on the readings. Answer the questions in written form.	9.2.1.2.A-9.2.1.5.A Resource File 9.2.1.2.A Resource File 9.2.1.2.B	

Competency Component: 9.2.1 To assist the trainee in being knowledgeable of the major components of communication.

Behavioral Objective: 9.2.1.2 The trainee will be able to illustrate the interrelationship among the components of communication: source-encoder, receiver-decoder, message, and channel.

Activity No. *Evaluation Criteria*

9.2.1.2.B

The following questions will be presented to the trainee for his consideration and response, in written form.

1. List the four factors, plus an example of each, within the source and receiver which can determine the effectiveness of communication.

   Answer:

   a. communication skills (writing-speaking, reading-listening)

   b. attitudes (toward himself, toward the subject matter, toward the receiver or source)

   c. knowledge (about the subject matter, if the source is overspecialized he might communicate in so technical a manner that his receiver cannot understand

   d. social-cultural system (the cultural beliefs and values)

2. When the source has decided upon the message he wishes to transmit, he must encode the element into a form the receiver can understand. What are the motor skills involved in the encoding procedure? Can you think of any additional skills other than the one listed on the overlay?

   Answer:

   speaking and writing, also painting, drawing, gesturing, etc.

3. The message is considered the actual physical product of the source-encoder. List the codes that can be used in constructing a message.

Competency Component: 9.2.1 To assist the trainee in being knowledgeable of the major components of communication.

Behavioral Objective: 9.2.1.2 The trainee will be able to illustrate the interrelationship among the components of communication: source-encoder, receiver-decoder, message, and channel.

Activity No.

9.2.1.2.B
(continued)

Evaluation Criteria

3. (continued)

Answer:

When we speak, the speech is the message. When we write, the writing symbol (alphabet) is the message. When we paint, the picture is the message. When we gesture, the movement of our arms, the expressions of our faces are the message.

4. When dealing with the channel, we can view this in two ways. One way to view it is the actual carrier of the message, while the other is the media through which the actual message is sent.

A. The actual carriers are ____________________ and ________________________.

B. The various types of media are ______________, ____________________, ________________________, ____________________.

Answer:

A. light waves and sound waves

B. radio, televisions, newspapers, telephone, or any other public media suggested.

5. When the message is transmitted toward the target or receiver, to complete the process, he must use his senses to pick up and assimilate the code. What is this process called? What are the senses involved?

Answer:

A. decoding

B. sensory skills: seeing, hearing, touching, smelling, and tasting.

Competency Component: 9.2.1 To assist the trainee in being knowledgeable of the major components of communication.

Behavioral Objective: 9.2.1.2 The trainee will be able to illustrate the interrelationship among the components of communication: source-encoder, receiver-decoder, message, and channel.

Activity No.

9.2.1.2.B
(continued)

Evaluation Criteria

6. Given a source, with ideas, needs intention and a purpose for engaging in communication, how will this purpose be expressed?

   Answer:

   in the form of a message

7. To translate the ideas, purposes and intentions into a physical form or message, what must be done?

   Answer:

   The source must place in some form of code a systematic set of symbols.

8. How do the source's purpose get translated into a code?

   Answer:

   The communication encoder is responsible for taking the ideas of the source and putting them in a code.

9. When a message has been translated into code, how is it carried?

   Answer:

   through a channel

10. If we stop here, no communication has taken place. For communication to occur, there must be somebody at the other end of the channel. The person or persons at the other end is called

    ________________________.

    Answer:

    Receiver

11. What is needed by the receiver to re-translate the message and put it into form that the receiver can use?

    Answer: Decoder

INSTRUCTIONAL UNIT SPECIFICATION

Competency Component:

9.2.2 To assist the trainee in gaining familiarity with communication models which are appropriate to the communication needs of a curriculum consultant.

Behavioral Objectives:

9.2.2.1 The trainee will be able to delineate the basic parameters of Aristotle's communication model.

9.2.2.2 The trainee will be able to delineate the basic parameters of Schramm's communication model.

9.2.2.3 The trainee will be able to delineate the basic parameters of Shannon and Weaver's communication model.

9.2.2.4 The trainee will be able to delineate the basic parameters of Lasswell's communication model.

9.2.2.5 The trainee will be able to delineate the basic parameters of Berlo's communication model.

9.2.2.6 The trainee will be able to identify the unique contributions of each model to the basic communication process: speaker-message-listener.

Competency Component: 9.2.2 To assist the trainee in gaining familiarity with communication models which are appropriate to the communication needs of a curriculum consultant.

Behavioral Objective: 9.2.2.1-9.2.2.5 The trainee will be able to delineate the basic parameters of the following communication models: Aristotle, Schramm, Shannon and Weaver, Lasswell, and Berlo.

Enabling Activities	*Resources*	*Comments*
9.2.2.1.A-9.2.2.5.A	9.2.2.1.A-9.2.2.5.A	
Accompanying the increased awareness of the importance of effective communication has been numerous attempts to graphically illustrate the process in the form of a model. In the role of a curriculum consultant, there is probably little call for these models in a local school setting. Nevertheless, the curriculum consultant should be exposed to these models and be aware of the logic and thought behind each model. In this activity, you will be introduced to five models, ranging in degrees of complexity. Your task is to gain general familiarity with each, noting the similarities and differences, and how each could be applied in communication analysis. To facilitate the acquisition of the above information, secure and read the selected material indicated. After completion of the above activity, retrieve Resource File 9.2.2.1.A, which contains a slide presentation plus a script on a cassette tape. When you have completed this activity, prepare a brief outline of the major points discussed from both sources.	Resource File 9.2.2.1.A Sereno, K.K., and Mortensen, D.C. Foundation of Communication Theory. New York: Harper & Row, 1970. Pp. 85-94.	

Competency Component: 9.2.2 To assist the trainee in gaining familiarity with the various communication models.

Behavioral Objective: 9.2.2.1, 9.2.2.2, 9.2.2.3, 9.2.2.4, 9.2.2.5

Activity No.	*Evaluation Criteria*
9.2.2.1.A	The major points that should be considered are as follows: 1. What a model is and what does it purport to do? 2. What are some limitations to models? 3. The nature of communication, i.e., dynamic, continuous, circular, complexity. 4. Delineation of the components of each of the models introduced. 5. Various reasons for why communication has become a concern.

Competency Component: 9.2.2 To assist the trainee in gaining familiarity with communication models which are appropriate to the communication needs of a curriculum consultant.

Behavioral Objective: 9.2.2.6 The trainee will be able to identify the unique contributions of each model to the basic communication process: speaker-message-listener.

Enabling Activities	*Resources*	*Comments*
9.2.2.6.A The models which have been introduced represent several conceptions of the communication process. Although the general format terminology is quite similar, each contains unique characteristics, which affect the interpretation of the process. Utilizing the transparencies of the models located in Resource File 9.2.2.1.A prepare a written report delineating the unique contribution, how each affects the process and any additional elements that you feel would improve the models. Rationales should be provided for all suggested innovations.	9.2.2.6.A Resource File 9.2.2.1.A	

Competency Component: 9.2.2 To assist the trainee in gaining familiarity with the various communication models.

Behavioral Objective: 9.2.2.6 The trainee will be able to identify the unique contributions of each model to the basic communication process: speaker-message-listener.

Activity No.	*Evaluation Criteria*
9.2.2.6.A	Points that should be covered in the written report:

1. Basic model--Aristotle's model
   Speaker-message-listener

2. Shannon's and Weaver's model: added the transmitter and receiver which introduced a physical happening. Also broke the process into small increments where the transmitter sends out the message and a receiver which catches the message for the destination.

3. Schramm's Model: replaces the terms "transmitter" and "receiver" with "encoder" and "decoder." Introduces the concept of background and past experiences influencing the source-encoder and destination-decoder in the communication situation. This affects the process by adding an innumerable amount of variables which enhance the complexity of the entire idea of communication. It provides a more realistic perspective of the communication process.

4. Lasswell's Model: in convenient question form. Adds the element of effect upon the receiver. Uses basic terms of who says what to whom, how and with what effect?

5. Berlo's Model: Breaks down the component into even smaller increments, describing the various characteristics and influences of each. Clarifies what is meant by each ingredient of the basic paradigm. More comprehensive.

6. If the trainee suggests any additional element to be incorporated into the process, be sure to require some rationale, the position where it would be located and how it would affect the process.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

9.2.3 To assist the trainee in transferring a theoretical model into practical application.

Behavioral Objectives:

9.2.3.1 The trainee will be able to provide a logical rationale for the use and importance of effective communication in the role of a curriculum consultant.

9.2.3.2 The trainee will be able to analyze a school relevant communication and describe the application of a specific model to the situation.

Competency Component: 9.2.3 To assist the trainee in transferring a theoretical model into practical application.

Behavioral Objective: 9.2.3.1 The trainee will be able to demonstrate the use and importance of effective communication through a specific model, as applied to the role of a curriculum consultant.

Enabling Activities	*Resources*	*Comments*
9.2.3.1.A In the previous component, the trainee was exposed to several theoretical communication models. As discussed earlier, the curriculum consultant needs to know how these models apply to everyday communication situations. It is not necessary that the trainee memorize these models, but rather understand the application of the models. The trainee will demonstrate the application of a theoretical model to a practical situation through the following activity. Resource File 9.2.3.1.A contains a simulated day for a curriculum consultant. Read through the day's activities, taking note of the communication events that occur. Using Berlo's Model of a basic source → message → channel → receiver, go through the simulation and analyze each communication event according to the model. You need not do a lengthy explanation, but rather be brief and concise in illustrating specifically how each communication event fits Berlo's model.	9.2.3.1.A Resource File 9.2.3.1.A suggested if needed: Berlo, D. K. The Process of Communication. New York: Holt, Rinehart & Winston, 1960.	

Resource File 9.2.3.1.A

Monday Morning for Ms. C.C.

As she enters her office, Mrs. Green reports a call for Ms. C.C. Ms. C.C. answers the phone, "Good Morning. This is Mr. Holt. I was wondering if you had found any information for us on contingency contracting?"

"Yes, Mr. Holt. I certainly did, and it was put in the mail yesterday, so you should be receiving it today."

"Thank you so much, Ms. C.C."

"You're welcome, Mr. Holt. Please feel free to call any time. By the way, I'd be happy to help some of your teachers set this up. Just call if you need me."

"We'll do that. Thank you again. Good-by."

Ms. C.C. goes through her school mail. She sends out a memo to the faculty at East Junior High, reminding them of the meeting on Tuesday afternoon.

Ms. C.C. sits down and writes a report to be sent to a Special Education school in Pennsylvania. The report concerns a child who is in a special class now, but will be moving to Pennsylvania in a month.

She then writes two letters, one to the Scott Foresman representative and one to Houghlin Mifflin Company. Each letter is thanking the representative for demonstrating their new materials to the Special Education staff.

Ms. C.C. then sets things aside as it is now almost noon and she has an appointment with Miss Ross for lunch. At lunch, Miss Ross brings to light her problem with George.

"I have such a difficult time getting him to finish even the smallest task."

"Have you tried a reward system with him?" says Ms. C.C.

"No, I didn't think it would be fair to the other children."

"But what's fair for George? He isn't learning, Miss Ross."

"Yes, I know. What do you suggest? I'm willing now to try anything."

"Why don't I come observe George tomorrow morning and I can give you several suggestions then."

"That'll be fine."

Ms. C.C. and Miss Ross finish their lunch chatting away about teaching.

Ms. C.C. spends the afternoon giving a workshop on prescriptive teaching. The workshop is for several teachers from a small special education school outside of town. Ms. C.C. is using many visuals, plus lecturing, simulations and teacher participation. During the workshop Ms. C.C. is pleased at the enthusiasm of the teachers.

Competency Component: 9.2.3 To assist the trainee in transferring a theoretical model into practical application.

Behavioral Objective: 9.2.3.1 The trainee will be able to provide a logical rationale for the use and importance of effective communication in the role of a curriculum consultant.

Activity No.	*Evaluation Criteria*
9.2.3.1.A	The trainee will be able to provide a logical rationale for the use and importance of effective communication in the role of a curriculum consultant. The trainee should have a written analysis which very closely correlates with the following:

Monday Morning for Ms. Curriculum Consultant
Analysis According to Berlo's Model

1. Communication Event A
   between Mrs. Green and Ms. C.C.
   source: Mrs. Green
   message: "There is a call for you on line one, Ms. C.C." (something similar) verbal
   channels: seeing and hearing
   receiver: Ms. C.C.

2. Communication Event B
   between Ms. C.C. and Mr. Holt
   source: Mr. Holt
   message: verbal
   channel: hearing (via telephone)
   receiver: Ms. C.C.

3. Communication Event C
   memo to faculty at East Junior High
   source: Ms. C.C.
   message: meeting on Tuesday afternoon (written message)
   channel: seeing, touching, (written memo → reading)
   receiver: faculty at East Junior High

4. Communication Event D
   written report to Pennsylvania School
   source: Ms. C.C.
   message: written report on a specific child
   channels: seeing, touching (written report → reading)
   receiver: Pennsylvania Special Education School

5. Communication Event E and F
   two letters
   source: Ms. C.C.
   message: written message to sales representatives
   channels: seeing, touching (written letters → reading)
   receivers: Scott Foresman sales representative, Houghlin Mifflin sales representative

Competency Component: 9.2.3 To assist the trainee in transferring a theoretical model into practical application.

Behavioral Objective: 9.2.3.1 The trainee will be able to provide a logical rationale for the use and importance of effective communication in the role of a curriculum consultant.

Activity No.	*Evaluation Criteria*
9.2.3.1.A (continued)	6. Communication Event G lunch with Miss Ross source: Miss Ross message: verbal message concerning George's performance in class channels: seeing and hearing (sound waves) receiver: Ms. C. C. 7. Communication Event H workshop source: Ms. C.C. message: information concerning prescriptive teaching channels: seeing, hearing, touching receiver: teachers attending workshop

Competency Component: 9.2.3 To assist the trainee in transferring a theoretical model into practical application.

Behavioral Objective: 9.2.3.2 The trainee will be able to analyze a school relevant communication and describe the application of a specific model to the situation.

Enabling Activities	*Resources*	*Comments*
9.2.3.2.A The final stage of the competency deals with the analysis of a communication situation using the models previously presented. Since Berlo's model incorporates the components of the other models, the analysis will be carried out with this instrument. The communication situation has been designed to represent a "real" life experience. Your task is to view the one minute video tape (Resource file #9.2.3.2.A), and identify the major components and any influences which effect the communication process. The analysis can be in either written or verbal form. Note: All communication is not verbal. Non-verbal communication should also be considered.	9.2.3.2.A Resource file #9.2.3.2.A Video Tape entitled: "Communication Situation—Appointment"	

Resource File # 9.2.3.2.A

Video Tape: "Communication Situation-Appointment"

Setting: Office

Characters:

Mr. Jones
Position: Assistant Personnel Director for A.B.C Can Company.
Mr. Smith
Position: Applicant for sales manager of local district.

Narrative

Mr. Jones: (sitting behind a desk looking at a file) "Well, Mr. Smith, your papers appear to be in order."

Mr. Smith: (Nods and smiles)

Mr. Jones: "Are there any questions you would like to ask before we set a date for your interview with Mr. Johnson, the Personnal Director?"

Mr. Smith: "What time do you have? I have to pick up my wife at 3:40."

Mr. Jones: (Looking at his watch and appearing disqusted.) "Well, since you don't have any relevant questions, how about Tuesday at 1400 hours?"

Mr. Smith: (Throwing up his hands and appearing to not understand.) "Who did you say Mr. Johnson was?"

Mr. Jones: (Disqusted) "Mr. Smith, is that date and time satisfactory with you?"

Mr. Smith: "Sure - I, uh, quess so."

Mr. Jones: "Fine, then I'll see you on Tuesday."

Mr. Smith: "Could we make it at 2:00 instead?"

Mr. Jones: "That was when the original appointment was set."

Mr. Smith: "Good, then I'll see you on Tuesday."

Mr. Smith leaves and Mr. Jones destroys the file.

Competency Component: 9.2.3 To assist the trainee in transferring a theoretical model into practical application.

Behavioral Objective: 9.2.3.2 The trainee will be able to analyze a school relevant communication and describe the application of a specific model to the situation.

Activity No.

Evaluation Criteria

9.2.3.2.A

The criteria delineated below is a sampling of the procedure that should be followed:

Sentence No. 1

Written Communication :

Source - file

Encoder - writing (words and their denotative and connotative meaning). Visual mechanism

Channel - light waves

Message - written reports

Decoder - visual mechanism transmitting symbol to central nervous system for integration, assimilation, interpretation and analysis.

Receiver: Mr. Jones

Oral Communication:

Source - Mr. Jones

Encoder - vocal mechanism

Message - "Well, Mr. Smith, your papers appear to be in order."

Decoder - auditory mechanism

Prespective target - Mr. Smith

Influences - Past experience of Mr. Jones in dealing with this situation. His position in the company. The company's standard in organization of information.

Competency Component: 9.2.3 To assist the trainee in transferring a theoretical model into practical application.

Behavioral Objective: 9.2.3.2 The trainee will be able to analyze a school relevant communication and describe the application of a specific model to the situation.

Activity No.	*Evaluation Criteria*
9.2.3.2.A (continued)	Sentence No. 2

Sentence No. 2

Non-verbal communication

Cultural influence affecting indication of positive reaction.

Source - Mr. Smith

Channel - light waves

Message - acknowledgement

Decoder - visual mechanism

Target - Mr. Jones

Sentence No. 3

Oral Communication

Source - Mr. Jones

Encoder - vocal mechanism

Channel - sound waves

Message - "Are there any questions you would like to ask before we set a date for your interview with Mr. Johnson, the Personnel Director?"

Decoder - auditory mechanisms

Target - Mr. Smith

Influence - Cultural influences and position of source. Attempting to clarify any question to insure communication and provide information.

Competency Component: 9.2.3 To assist the trainee in transferring a theoretical model into practical application.

Behavioral Objective: 9.2.3.2 The trainee will be able to analyze a school relevant communication and describe the application of a specific model to the situation.

Activity No.

9.2.3.2.A
(continued)

Evaluation Criteria

Sentence No. 4

Source - Mr. Smith

Encoder - vocal mechanism

Channel - sound waves

Message - "What time do you have? I have to pick up my wife at 3:40."

Decoder - auditory mechanisms

Target - Mr. Jones

Communication has obviously broken down in the event. Mr. Smith has not received the message because he is preoccupied with other things. The response is not relevant to the message sent. Perhaps an indication of his attitude toward the position for which he is being interviewed.

Sentence No. 5

Non-verbal communication

Automatic response of looking at watch when asked time but ignoring the request and expressing disapproval. Attitudes are also being formed toward Mr. Jones.

Oral Communication

Source - Mr. Jones

Encoder - vocal mechanisms

Channel - sound waves

Message - "Well, since you don't have any relevant questions, how about Tuesday at 1400 hour?"

Decoder - auditory mechanism

Competency Component: 9.2.3 To assist the trainee in transferring a theoretical model into practical application.

Behavioral Objective: 9.2.3.2 The trainee will be able to analyze a school relevant communication and describe the application of a specific model to the situation.

Activity No.	*Evaluation Criteria*
9.2.3.2.A (continued)	Target - Mr. Smith Influence - Perhaps Mr. Jones attitude of Mr. Smith have influenced the use of an unfamiliar designation of time, or past experience (social setting -- armed forces) is the contributing factor. The remaining sentences should be handled in a similar format. Be sure the responses are indicative of interviewing variables and factors influencing communication plus awareness of communication breakdown.

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Special Project
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION OF CURRICULUM CONSULTANTS FOR EXCEPTIONAL CHILDREN

INSTRUCTOR'S MANUAL

for

Module 9.0 Developing / Communication Processes

Competency 9.3 The curriculum consultant will be capable of effectively transmitting information through various communication modes (e.g., verbal, written).

November 1973

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I. Interim Report: Competency Research Phase
II. Interim Report: Module Specification Phase
III. Interim Report: Dissemination Phase

INSTRUCTOR'S MANUAL

MODULE #9: Developing / Communication Processes

MODULE ELEMENT SCOPE:

It is the intent of this module to provide you with a basic understanding of the mechanics involved in communication processes. A major emphasis is given to formal models of communication and their practical application to communication situations in education. Considered in this module are school specific variables such as seating arrangements, communication modes, and preparation provides general information permitting broad application and furnishes a foundation for related modules on the communication function.

MODULE ELEMENT SPECIFICATIONS:

Competency 9.3 The curriculum consultant will be capable of effectively transmitting information through various communication modes (e.g., verbal, written).

Competency Components:

9.3.1 To assist the trainee in appraising the strengths and weaknesses of the various communication modes.

9.3.2 To assist the trainee in becoming proficient in the use of verbal forms of communication.

9.3.3 To assist the trainee in becoming proficient in the use of written forms of communication applicable to the role of a curriculum consultant.

9.3.4 To assist the trainee in gaining familiarity with the use of visual aids to augment communication effectiveness.

Conference Record

Trainee's Name ______________________________

Phone ______________________________

Address ______________________________

Other Modules in Progress ______________________________

____

____

Date: __________ Reason: ______________________________

Conference Record (continued)

Date: ______ Reason: ______

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIOR OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross-Reference
			9.3.1.1 The trainee will be able to identify the various communication behaviors and the channels used.	
			9.3.1.2 The trainee will be able to delineate the objectives obtained through each mode: written/visual, verbal/auditory.	
			9.3.1.3 The trainee will be able to identify the appropriate communication mode, given a specific school relevant situation, which would best facilitate interaction.	
			9.3.2.1 The trainee will be able to communicate effectively through formal and informal speech.	
			9.3.2.2 The trainee will be able to utilize the components of verbal presentation (i.e., voice, modulation, gesture, etc.) to enhance understanding.	
			9.3.3.1 The trainee will be able to communicate effectively through formal and informal letters.	
			9.3.3.2 The trainee will be able to communicate effectively through the use of a memo.	
			9.3.3.3 The trainee will be able to communicate effectively through the use of written reports.	
			9.3.4.1 The trainee will be able to identify situations where the use of visual aids will enhance communication.	
			9.3.4.2 The trainee will be able to delineate the various types of visual aids likely to be employed by a curriculum consultant, the materials they consist of, and the advantages and disadvantages of each.	
			9.3.4.3 The trainee will be able to employ the principles of visual presentation effectively: spacing, color, letter size, attractiveness, stimulus value, etc.	
			9.3.4.4 The trainee will be able to identify the most appropriate form of visual presentation for a specific situation (e.g., an illustration pad mounted on an easel would be more appropriate for a small group meeting than a large conference session).	

Upon successfully demonstrating competence in a behavioral objective (through pre-assessment performance, enabling activity performance, or post-assessment performance), have a SECTraC staff member initial the appropriate box. When a behavioral ob-

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross-Reference
			jective is cross-referenced to other Module Elements, be sure to have it initialed there simultaneously.	

Resource File

The following activities have resource files. Each file contains material essential to the activity. Articles and reference materials have not been placed in resource files. Reference materials may later be duplicated and put into resource files in order to make the modules more complete as instructional packages.

9.3.1.1.A

9.3.1.1.B

9.3.1.2.A

9.3.1.3.A

9.3.2.1.A

9.3.2.2.A

9.3.2.2.B

9.3.2.2.C

9.3.2.2.D

9.3.3.1.A

9.3.3.2.A

9.3.3.3.A

9.3.4.1.A

9.3.4.2.A

9.3.4.2.B

9.3.4.3.A

9.3.4.4.A

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component

9.3.1 To assist the trainee in appraising the strengths and weaknesses of the various communication modes.

Behavioral Objectives

9.3.1.1 The trainee will be able to identify the various communication behaviors and the channels used.

9.3.1.2 The trainee will be able to delineate the objectives obtained through each mode: written/visual and verbal/auditory.

9.3.1.3 The trainee will be able to identify the appropriate communication mode, given a specific school relevant situation, which would best facilitate interaction.

Competency Component: 9.3.1 To assist the trainee in appraising the strengths and weaknesses of the various communication modes.

Behavioral Objective: 9.3.1.1 The trainee will be able to identify the various communication behaviors and the channels used.

Enabling Activities	***Resources***	***Comments***
9.3.1.1.A The third competency of this module, Developing / Communication Processes, deals with the actual mechanics of communication. The main emphasis is to acquaint you with the various means by which we attempt to communicate an idea, that is by which sense or motor skill we choose to employ when attempting to transmit a message. Because of the complex nature of communication, it is difficult to isolate one aspect of the process but to enhance understanding, this artificial procedure will be used. In working through the tasks assigned, keep in mind how this component relates with the entire scheme of the communication processes and how the choice of message vehicles can influence the effectiveness of the process as a whole. In Resource File #9.3.1.1.A, you will find an account relating the experience of Mr. A. during an average day. After each communication event, there is a space provided for identification of the type of communication used. A page listing the kind of communication is also provided. Your task is to match each	9.3.1.1.A Resource File 9.3.1.1.A Resource File 9.3.1.1.B	Mrs. Betty Rottman Office of Public Information & Publication 223 Jesse Hall 882-6211 Parameters for this activity are yet unspecified, therefore the actual performance of the trainee, other than viewing the tape, and the evaluation criteria will need to be delineated at a future date.

9.3.1.1.A (continued)

event with a specified type of communication using each listing only once. When you have completed the assignment, submit your work for evaluation.

9.3.1.1.B

It is not only important to be able to recognize communication behaviors, but also how these events are interpreted. After we encode a message and send it by a motor skill to be received by a specific sense, the decoding process which essentially takes place in the brain, depends upon the vast array of experience the target has accumulated to analyze, evaluate and interpret the message. All of these factors, which are unique to each individual, must be taken into consideration when the source constructs a message and places it into a code.

Resource File 9.3.1.1.B contains a script which accompanies a video-tape presentation entitled "The Abstraction Apple," by Mrs. Betty Rottman. Your assignment is to run the video tape and outline the main points of the presentation.

Competency Component:	9.3.1	To assist the trainee in appraising the strengths and weaknesses of the various communication modes.
Behavioral Objective:	9.3.1.1	The trainee will be able to identify the various communication behaviors and the channels used.

Activity No.	*Evaluation Criteria*
9.3.1.1.A	The following is the order in which the blanks should be filled:

1. written communication
2. pictorial communication
3. spoken communication
4. gestural communication
5. spoken communication
6. group communication
7. mass communication
8. mass and group communication
9. communication with self
10. communication through action
11. communication with self
12. communication through printed word
13. chemical communication
14. communication through touch
15. communication by visual symbol
16. communication by sound
17. communication through material culture
18. communication through action
19. communication through action
20. communication through pictures
21. communication through the arts

Competency Component: 9.3.1 To assist the trainee in appraising the strengths and weaknesses of the various communication modes.

Behavioral Objective: 9.3.1.2 The trainee will be able to delineate the objectives obtained through each mode: written/visual and verbal/auditory.

Enabling Activities	***Resources***	***Comments***
9.3.1.2.A Although each mode of communication has as its main objective the expressing of ideas, information or intentions in a way that will be understood, there are qualities of each which should be taken into consideration. The point in question is essentially what situation or factors would make one mode of communication more effective than another. Can you think of any situations where using the sense of touch would be more effective than verbally expressing an idea? Therefore, your task is to discover the advantages of using each mode of communication for specific purposes.	9.3.1.2.A Resource File #9.3.1.2.A Resources: (Main Library) Bello, D. K., The Process of Communication. Holt, Rhinehart, and Winston: New York. 1960. Pp. 63-70.	

Competency Component: 9.3.1 To assist the trainee in appraising the strengths and weaknesses of the various communication modes.

Behavioral Objective: 9.3.1.2 The trainee will be able to delineate the objectives obtained through each mode: written/visual and verbal/auditory.

Activity No.	*Evaluation Criteria*
9.3.1.2.A	The trainee was given the following resource to read in order to discover the advantages of using selected communication modes for specific purposes. Berlo, D. K. The Process of Communication. Holt, Rinehart, and Winston: New York. 1960. Pp. 63-70. The trainee was not requested to respond to the reading. The information is general and was provided for the trainees information only. An adequate grasp of the contents will be reflected in performance in subsequent activities.

Competency Component: 9.3.1 To assist the trainee in appraising the strengths and weaknesses of the various communication modes.

Behavioral Objective: 9.3.1.3 The trainee will be able to identify the appropriate communication mode, given a specific school relevant situation, which would best facilitate interaction.

Enabling Activities	***Resources***	***Comments***
9.3.1.3.A To this point, you have been introduced to the attributes of each mode presented and how they are used in our daily lives. The task required of you here is to integrate this knowledge by identifying the mode you would select, when faced with a communication situation. In Resource File #9.3.1.3.A, there are several communication situations presented in a problematic format. You are to read each, determine in which way you would attempt to impart the knowledge and why this mode was chosen. If more than one mode is applicable, indicate them and how each could be used.	Resource File #9.3.1.3.A	

Competency Component: 9.3.1 To assist the trainee in appraising the strengths and weaknesses of the various communication modes.

Behavioral Objective: 9.3.1.3 The trainee will be able to identify the appropriate communication mode, given a specific school relevant situation, which would best facilitate interaction.

Activity No. | *Evaluation Criteria*

9.3.1.3.A

Problematic Situation No. 1

Answer: If only one mode could be used the most effective would be to employ concrete illustrations. Therefore the sense of taste would be the most effective means. Present to the child something which is sour (lemon) and something which is sweet (sugar). Let the child sample each and then attach the coded symbols. The visual and auditory modes would play some part in this task, but only as supplementary to the initial taste discrimination.

Problematic Situation No. 2

Answer: The most efficient means of reporting your program would be through the use of a written report. It could be duplicated easily and is relatively inexpensive. If more time were allotted, an oral presentation might be considered but because of the time factor the written mode should be employed for this communication situation.

Problematic Situation No. 3

Answer: Direct experience through the olfactory mechanism. Open the bottle and then experience the odor emitted by the chemical.

Problematic Situation No. 4

Answer: The most effective means in this situation would be a fact-to-fact conference. The appointment could be made by letter but a phone call or personal visit might be less stressing. A verbal exchange should be recognized as most desirable because of the background of the parents.

Problematic Situation No. 5

Answer: Tactile approach would be the most effective communicative mode, although for this audience a verbal presentation would probably accompany the tactile experience.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component

9.3.2 To assist the trainee in becoming proficient in the use of verbal forms of communication.

Behavioral Objectives

9.3.2.1 The trainee will be able to communicate effectively through formal and informal speech.

9.3.2.2 The trainee will be able to utilize the components of verbal presentation (i.e., voice, modulation, gesture, etc.) to enhance understanding.

Competency Component: 9.3.2 To assist the trainee in becoming proficient in the use of verbal forms of communication.

Behavioral Objective: 9.3.2.1 The trainee will be able to communicate effectively through formal and informal speech.

Enabling Activities	*Resources*	*Comments*
9.3.2.1.A	9.3.2.1.A	9.3.2.1.A
Activity A	Resource File 9.3.2.1.A	See your SECTraC instructor for information on video-taping.
Thus far, the trainee has completed several activities which have presented you with the various aspects of oral presentation. These tasks should have equipped you with the necessary steps for oral preparation and the components for good presentation. In this activity you will prepare and video-tape a six- to ten-minute informative speech presentation. Suggested topics are in Resource File 9.3.2.1.A. You may assume that you are presenting this to a group of elementary teachers.	Resource File 9.3.2.1.B Monroe, A. H. Principles and Types Speech. Chicago: Scott Foresman, 1962. McBurney, J.H., and Wrage, E.J. Guide to Good Speech. New Jersey: Prentice-Hall, Inc., 1961. Reid, L. First Principles of Public Speaking. Columbia, Missouri: Artcraft Press, 1965.	
You may redo your video-tape until you are satisfied with your presentation.		
Then view the presentation with your SECTraC advisor. You will be required to turn in your outline and audience analysis at that time.		
Activity B		
Resource File 9.3.2.1.B contains a cassette tape of a meeting between a group of special education teachers,		

9.3.2.1.A

their director and the curriculum consultant. You will be playing the role of the curriculum consultant. As you listen to the tape, it will zero in on you as a curriculum consultant and ask you to give an impromptu speech on a specific topic.

Record your comments and turn them in to your SECTraC advisor.

Competency Component: 9.3.2 To assist the trainee in becoming proficient in the use of verbal forms of communication.

Behavioral Objective: 9.3.2.1 The trainee will be able to communicate effectively through formal and informal speech.

Activity No.	*Evaluation Criteria*
9.3.2.1.A	To successfully complete this activity, the trainee must effectively give an informal and formal speech. The formal speech was to be video-taped. The informal speech taped.

You are to view/listen the presentations with the trainee. He is to turn in an outline and audience analysis.

The oral presentations should be judged on the following:

Organization
1. clear purpose
2. appropriate introduction
3. adaption to group abilities and needs
4. clear main points and principles
5. development of points
6. transitions and summaries

Presentation
7. established rapport
8. direct eye contact
9. use of voice
10. appropriate gestures
11. use of notes
12. total speaking ability
13. posture and approach

Other
14. use of visual aids
15. timing of session

Competency Component: 9.3.2 To assist the trainee in appraising the strengths and weaknesses of the various communication modes.

Behavioral Objective: 9.3.2.2 The trainee will be able to utilize the components of verbal presentation (i.e., voice, modulation, gesture, etc.) to enhance understanding.

Enabling Activities	*Resources*	*Comments*
9.3.2.2.A Preparing a good outline is only half the battle for effective speaking. Not only is it essential that you produce a solid speech on paper, but you must employ effective tactics in delivery in order to accomplish your purpose. One of the major points for effective delivery is a good speaking voice. This is a major factor in determining an audience's first impression of a speaker. With a well-controlled voice, the speaker can put much more meaning into what he says. Practice is the key component to acquiring any effective speaking voice. To make the practice worthwhile, it is essential to know something about the mechanics of voice production, the qualities which characterize a good voice, and the methods by which these qualities are employed. The second general area necessary for effective speech presentation is bodily action. This includes gesture, posture and approach. The importance of this physical aspect of delivery is easy	9.3.2.2.A Resource File 9.3.2.2.A Resource File 9.3.2.2.B Resource File 9.3.2.2.C Resource File 9.3.2.2.D	

Behavioral Objective Continued:

9.3.2.2.A (continued)

to discover when you try to visualize an effective speech you once heard. Think of all the bodily action the speaker used and how effective it was in covering a point. The viewer's eyes are quick to see any discrepancy between the attitude of the speaker and what he is really saying. You can read into the personality of the speaker through facial expressions, how he stands, how he walks, and the things he does with his arms and hands. What the audience sees is just as important as what they hear.

A. In order to establish a familiarity with ideal components verbal presentation, read the given assignments.

B. To develop voice quality, Resource File 9.3.2.2.A contains a passage by Robert Southey. Practice reading the passage aloud in a distinct and lively fashion. Move the lips, jaw and tongue with energy. Record the passage on tape using your best effort. Listen and analyze your tape for possible improvements. If necessary, pick another passage and do the activity again.

C. Resource File 9.3.2.2.B contains a brief activity to help develop correct pronunciation. There is a list of commonly mispronounced words. Using a dictionary, write down the preferred pronunciation for each word. Practice saying each word.

9.3.2.2.A (continued)

D. To test the intelligibility of your speech, obtain a copy of the Phonetically Balanced word list from Resource File 9.3.2.2.C. Choose one of the lists and rearrange the words in some random order. Stand in a corner of a room with your back toward a friend. Read each word saying "Number 1 is ______." Pause long enough to allow your friend to write down the word. At the end, compare the original list with your friend's. If you score less than 50% intelligibility, practice the activity again with a new list.

E. As your last activity is developing your voice, obtain the list of Phonetically Balanced words from 9.3.2.2.C. This time you will be concentrating on degree of loudness. Read and record one list in each of the following situations:

1. a quiet room.
2. a room with a radio going in an adjoining room or as "quiet" background noise.
3. a room with the radio going in the room.

Play back your tape and analyze the differences.

F. For increasing communication through gesture and physical action, read over the ideas in Resource File 9.3.2.2.D. Try to communicate each of the ideas to a friend by means of physical action alone.

Competency Component: 9.3.2 To assist the trainee in appraising the strengths and weaknesses of the various communication modes.

Behavioral Objective: 9.3.2.2 The trainee will be able to utilize the components of verbal presentation (i.e., voice, modulation, gesture, etc.) to enhance understanding.

Activity No.	*Evaluation Criteria*
9.3.2.2.A-F	The trainee's activities for this objective were developed to aid him in being able to utilize the components of verbal presentation (i.e., voice, modulation, accurate pronunciation, gesture, etc.) to enhance understanding.

Due to the nature of the activities involved, the trainee will have to use a self-evaluation system for each activity.

The following main points should have been acquired by the trainee:

1. Clarity is the first requirement of a good speaking style:
    a. Treat words as symbols that may have different meanings for different people.
    b. Anchor your words to reality.
    c. Practice good language usage and strengthen your vocabulary.
    d. Be direct and unpretentious in your style. Avoid saying things the hard way.

2. Use vivid and energetic language:
    a. Specific words and phrases etch impressions on your listeners' minds.
    b. Concrete words recreate experience.
    c. Good figurative speech dramatizes relationships.
    d. Make your speech direct and personal through the use of dialogue, rhetorical questions, and personal pronouns.
    e. Speak in short, crisp, sturdy sentences.

3. Suit the degree of formality or informality of your language to the audience and the occasion.

4. A good speaking voice is expressive, well-projected, and pleasant. It should be accompanied by distinct articulation and accurate pronunciation.

5. Speech is shaped by organic, environmental, and personality influences.

6. Voice is produced through a sequence of breathing, phonation, and resonation. Like other sounds, the human voice has four characteristics--force, pitch, quality, and time.

7. Articulation means the adjustments and movements of the organs involved in producing speech sounds and in joining these sounds to form words and phrases.

Competency Component: 9.3.2 To assist the trainee in appraising the strengths and weaknesses of the various communication modes.

Behavioral Objective: 9.3.2.2 The trainee will be able to utilize the components of verbal presentation (i.e., voice, modulation, gesture, etc.) to enhance understanding.

Activity No.	*Evaluation Criteria*
9.3.2.2.A-F (continued)	8. Standards of pronunciation are determined by the predominant usage of educated speakers within a large geographical area.

8. Standards of pronunciation are determined by the predominant usage of educated speakers within a large geographical area.

9. Develop and control your physical behavior in speech to:
   a. Capture and hold your audience's attention.
   b. Lodge favorable impressions of yourself as a person.
   c. Supplement your words in narrative, descriptive, and expository discourse.
   d. Give added impact to your convictions and feelings.
   e. Reduce muscular tensions.

10. Work especially for action that is:
    a. Vital and stirs up responses.
    b. Flexible and varied.
    c. Coordinated.
    d. Integrated with thoughts and feeling.
    e. Timed to fit the point you are making.
    f. Under control.
    g. Appropriate to the occasion.

11. In conducting yourself on the platform, try to:
    a. Walk easily and firmly to and from the platform.
    b. Stand where it is easiest to communicate with your audience.
    c. Make natural and comfortable adaptations that will relieve initial strain.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component

9.3.3 To assit the trainee in becoming proficient in the use of written forms of communication applicable to the role of a curriculum consultant.

Behavioral Objectives

9.3.3.1 The trainee will be able to communicate effectively through formal and informal letters.

9.3.3.2 The trainee will be able to communicate effectively through the use of a memo.

9.3.3.3 The trainee will be able to communicate effectively through the use of written reports.

Competency Component: 9.3.3 To assist the trainee in becoming proficient in the use of written forms of communication applicable to the role of a curriculum consultant.

Behavioral Objective: 9.3.3.1 The trainee will be able to communicate effectively through formal and informal letters.

Enabling Activities	*Resources*	*Comments*
9.3.3.1 Writing is one of the oldest methods of communication. It is not only a way of expressing our thoughts, ideas and information, but also a means of recording and preserving them for the future. It would be difficult to carry on any type of educational program without writing. By inference, the success of any educational program depends partly on the effectiveness of the writing particular to that program. As a curriculum consultant, you will be required to write for a vast number of different people, most of whom will be in an educational circle. But the people you write for are not a captive audience. They are free to ignore your efforts any time. And they may do just that unless your writing skills are developed toward effectiveness. In writing letters, either formal business or informal letters, the same basic considerations should be taken as in all communication. Always, a major concern is to get your message read, understood and acted upon.		

Behavioral Objective *Continued:*

9.3.3.1.A

Resource File 9.3.3.1.A contains a manual for letter writing. Using this manual as a basic guide, write the following letters. Consideration of proper address, letter format, and content should be taken.

1. Prepare a formal letter to a commercial publisher of instructional materials requesting a visit by their consultant on a particular material. A tentative date should be indicated for the presentation and the major concerns to be covered. The audience should also be specified along with additional characteristics that might aid in the preparation of the presentation.

   Example: Scott, Foresman & Co.
   Material: Systems Approach Material, 1972.

2. Prepare an informal letter to a close friend who is presently involved in a curriculum project on prescriptive teaching. You are specifically interested in the techniques employed and general information about the program. Indicate the interest of several teachers in your system so the receiver will be oriented to the type of information requested.

Upon completion, submit your correspondence to a SECTraC advisor or a SECTraC secretary.

9.3.3.1.A

Resource File 9.3.3.1.A

Competency Component: 9.3.3 To assist the trainee in becoming proficient in the use of written forms of communication applicable to the role of a curriculum consultant.

Behavioral Objective: 9.3.3.1 The trainee will be able to communicate effectively through formal and informal letters.

Activity No.	*Evaluation Criteria*
9.3.3.1.A	The trainee was required to write an informal letter and a formal letter. These letters should be turned into either a SECTraC advisor or a SECTraC secretary and judged on the following criteria: General appearance and form: 1. cleanliness 2. conciseness 3. completeness 4. coherence 5. exactness 6. appropriateness 7. courtesy

Competency Component: 9.3.3 To assist the trainee in becoming proficient in the use of written forms of communication applicable to the role of a curriculum consultant.

Behavioral Objective: 9.3.3.2 The trainee will be able to communicate effectively through the use of a memo.

Enabling Activities	*Resources*	*Comments*
9.3.3.2.A	9.3.3.2.A	
While the use of a better format is usually directed to persons outside the system, the memo is a familiar communication form utilized within the system. It is generally informal, extremely brief and concise. Most often it is concerned with instructions, recommendations, suggestions, information distribution, or responses to others' memos. In any case, it is necessary to write effectively. The basic communication considerations are employed in the use of a memo, as in all forms of communications.	Shidle, N.G. The Art of Successful Communication. New York: McGraw-Hill Co., 1965. Chapter 14. Resource File 9.3.3.2.A Resource File 9.3.3.2.B	
A. Read the given assignments in The Art of Successful Communication and Resource File 9.3.3.2.A to familiarize yourself with the techniques for effective memos.		
B. Resource File 9.3.3.2.B contains an event sheet plus blank memo forms. Your task is to read each situation and react by means of a memo. Accompanying the material indicated is a date book which will provide you with information on the schedule of events. Appointments made should be made according to the previous simulated schedule.		

Competency Component: 9.3.3 To assist the trainee in becoming proficient in the use of written forms of communication applicable to the role of a curriculum consultant.

Behavioral Objective: 9.3.3.2 The trainee will be able to communicate effectively through the use of a memo.

Activity No.	*Evaluation Criteria*
9.3.3.2.A	The trainee was to effectively utilize the memo through simulated situations. The memos devised by the trainee should meet the following criteria:

1. Make your instruction memoranda clear, accurate, and specific.
2. Confine to low-level routines memoranda detailing procedures.
3. Don't write a memorandum to avoid face-to-face communication.
4. Write through, as well as to, a reader when that will help to speed up or improve subsequent communication he must have with others.
5. When in doubt about sending extra "copies to," don't. (Send extra copies to the memorandum's recipient.)
6. Include only information needed by, as well as useful to, the recipient.
7. When you answer another memorandum, make your reply specifically responsive and as prompt and brief as possible.
8. Do a particularly good job when asked to ghostwrite for your boss.
9. Be sure your memoranda's look reflects you at your best, not at your careless or casual worst.

Competency Component: 9.3.3 To assist the trainee in becoming proficient in the use of written forms of communication applicable to the role of a curriculum consultant.

Behavioral Objective: 9.3.3.3 The trainee will be able to communicate effectively through the use of written reports.

Enabling Activities	*Resources*	*Comments*
9.3.3.3.A Reports are written to be read. The body of the report itself should be as moving, informative and as easy to read as possible. The report should get as much information as possible off the page and into the reader's mind. In writing a report, you should emphasize the conclusions, the recommendations, the implications, and the significance of the text. As a curriculum consultant, you will be called upon to write reports on projects, your job, a specific child, classroom, proposals, etc. Your reports will be going to various people at the administrative level, government level, teachers, parents, and other agencies. It will be necessary that you familiarize yourself with the elements of style and format. A. Use the given references and Resource 9.3.3.3.A to brush up on pointers for good writing style. Using the list of possible topics given in Resource File 9.3.3.3.B, write a written report, not to exceed 10 type-written papers. Be careful to use proper footnoting, punctuation, spelling and grammar.	9.3.3.3.A Shidle, N.G. The Art of Successful Communication. New York: McGraw-Hill, 1965, Chapter 13. West, W. W. Developing Writing Skills. New Jersey: Prentice-Hall, 1966. Strunk, W. Jr. The Elements of Style. New York: Macmillan Co., 1959. American Psychological Association. Publication Manual. Washington, D.C.: APA, 1967 Resource File 9.3.3.3.A Resource File 9.3.3.3.B Resource File 8.3.2.2.D(1)	

Behavioral Objective *Continued:*

9.3.3.3.A (continued)

Your report will be turned in and examined by a SECTraC advisor.

B. To familiarize the trainee with the criteria for writing proposals, you are referred to 8.3.2.2.D(1) which contains a slide/tape presentation on the how to write a government proposal. Observe the slide/tape and jot down the basic procedures to writing a proposal.

Competency Component: 9.3.3 To assist the trainee in becoming proficient in the use of written forms of communication applicable to the role of a curriculum consultant.

Behavioral Objective: 9.3.3.3 The trainee will be able to communicate effectively through the use of written reports.

Activity No.	*Evaluation Criteria*
9.3.3.3.A	The trainee was required to develop a written report on a chosen topic. Due to the nature of this activity, the SECTraC advisor will be the criteria for evaluating the report. The basic questions involved: Did the trainee effectively communicate the information? Is it easy to read? Is it grammatically correct?
9.3.3.3.B	The trainee was required to view a slide/tape presentation on writing proposals. The following is the basic information that needs to be included: 1. the context, setting, and background of the project; 2. who will benefit from the project and in what way; 3. evidence of need for the project; 4. what the project will involve in terms of time, money, personnel and activities; 5. what the project attempts to accomplish and how the accomplishments will be evaluated.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component

9.3.4 To assist the trainee in gaining familiarity with the use of visual aids to augment communication effectiveness.

Behavioral Objectives

9.3.4.1 The trainee will be able to identify situations where the use of visual aids will enhance communication.

9.3.4.2 The trainee will be able to delineate the various types of visual aids likely to be employed by a curriculum consultant, the materials they consist of, and the advantages and disadvantages of each.

9.3.4.3 The trainee will be able to employ the principles of visual presentation effectively: spacing, color, letter size, attractiveness, stimulus value, etc.

9.3.4.4 The trainee will be able to identify the most appropriate form of visual presentation for a specific situation (e.g., an illustration pad mounted on an easel would be more appropriate for a small group meeting than a large conference session).

Competency Component: 9.3.4 To assist the trainee in gaining familiarity with the use of visual aids to augment communication effectiveness.

Behavioral Objective: 9.3.4.1 The trainee will be able to identify situations where the use of visual aids will enhance communication.

Enabling Activities	***Resources***	***Comments***
9.3.4.1.A	9.3.4.1.A	
The best presentation plans and procedures may fail to materialize because they come up against communication barriers. Success in communication is closely related to clarity, understanding and choosing the proper channel in which to transmit the information. The interest factor involved in efficient learning demands that the instructor include varied methods of communicating. Repetitious use of single stimuli may quickly produce disinterest and boredom. Variety heightens interest and enthusiasm.	Resource File 9.3.4.1.A	
Understanding the communication objectives and knowing what types, if any, of media may help you accomplish your goals, is part of the task in effective communication.		
Resource File 9.3.4.1.A contains a card sort activity. Simulated situations have been developed which may or may not be handled best through the use of visual aids. Divide the cards into those which would best be communicated visually and those that would not. Be prepared to elaborate upon your decisions to your SECTraC advisor.		

Competency Component: 9.3.4 To assist the trainee in gaining familiarity with the use of visual aids to augment communication effectiveness.

Behavioral Objective: 9.3.4.1 The trainee will be able to identify situations where the use of visual aids will enhance communication.

Activity No.	*Evaluation Criteria*
9.3.4.1.A	The trainee will be able to identify situations where the use of visual aids would enhance communication. A card sort activity was developed in which the trainee would divide visual aid and non-visual aid situations.

The criteria given here is only a suggested criteria for several of the situations that could go either way. The important point is the trainee's reasoning for dividing the cards as such. If there is any questions, the trainee should discuss his ideas with the SECTraC advisor.

Visual Aids

A presentation on how to use an overhead projector.

A staff meeting concerning the building of the new wing of the materials center.

A faculty meeting concerning the growth of special education students in numbers.

Presentation of the new Development and Understanding of Self and Others kit.

Non-Visual Aids

A telephone conversation concerning next month's staff meeting.

A luncheon date with the director of Special Education concerning your responsibilities.

A meeting with a teacher concerning Jonny's progress in contingency contracting.

A conference with a parent concerning child placement.

Competency Component: 9.3.4 To assist the trainee in gaining familiarity with the use of visual aids to augment communication effectiveness.

Behavioral Objective: 9.3.4.2 The trainee will be able to delineate the various types of visual aids likely to be employed by a curriculum consultant, the materials they consist of, and the advantages and disadvantages of each.

Enabling Activities	*Resources*	*Comments*
9.3.4.2 Competency Component 9.3.4 has been developed to assist the trainee in gaining familiarity with the use of visual aids to augment communication effectiveness. The old expression, "a picture saves 1000 words," holds very true in developing visual communication. In your role as curriculum consultant, you will constantly be faced with the problems of communicating your ideas effectively. Your audience should be able to witness combinations of visual experiences which reinforce one another if you are to provide the most efficient paths for the understanding of concepts.		
9.3.4.2.A To familiarize you with the various types of visual aids likely to be used by a curriculum consultant, a slide presentation has been developed. A script to the slide presentation is in Resource File 9.3.4.2.A. This presentation covers the four basic areas of visual aids you may employ: graphics projected still pictures	9.3.4.2.A Resource File 9.3.4.2.A	

I.M. #9.3, Pag

9.3.4.2.A (continued)

projected motion pictures
models and real things

Observe the slide presentation and take notes as you go along. For further information, several resources have been listed.

9.3.4.2.B

After viewing the slide presentation, Resource 9.3.4.2.B contains a checklist on the capabilities of the aids discussed. Use your notes to work through the checklist. Keep it for a reference.

9.3.4.2.B

Resource File 9.3.4.2.B

Brown, J. W., Lewis, R. B., and Harcleroad, F. F. AV Instruction: Media and Methods. New York: McGraw-Hill, 1969.

Wittich, W.A., and Schuller, C.F. Audio-Visual Materials: Their Nature and Use. New York: Harper & Row, 1967.

Dale, E. Audio Visual Methods in Teaching. New York: Holt, Rinehart & Winston, 1954.

Erickson, C.H. Fundamentals of Teaching With Audiovisual Technology. New York: Macmillan Co., 1965.

Competency Component: 9.3.4 To assist the trainee in gaining familiarity with the use of visual aids to augment communication effectiveness.

Behavioral Objective: 9.3.4.2 The trainee will be able to delineate the various types of visual aids likely to be employed by a curriculum consultant, the materials they consist of, and the advantages and disadvantages of each.

Activity No.	*Evaluation Criteria*
9.3.4.2.A	The trainee has been asked to view a filmstrip which introduces and discusses four basic types of visual aids which may be utilized by a curriculum consultant. The trainee has not been asked to produce a product or prepare a response. The activity is designed for the trainee's information only. Whether or not the trainee absorbed the contents contained in the filmstrip should be evidenced in part B of this activity.
9.3.4.2.B	The trainee has been given a checklist to complete based on the information presented in the preceding filmstrip. A completed checklist is included on the following page.

	Excellent for showing numerical comparisons	Color quality adds high interest	Require large hardware	Require advance preparation	Require a dark room	Materials can easily be disarranged	Materials can easily be damaged	Materials require interpretation	Materials readily become outdated	Materials are generally bulky, hard to transport and store	Materials are relatively costly	Require knowledge of hardware operations	Difficult to use with large groups	Require an outlet in room	Materials can be altered or written on	Materials can be handled by audience	Materials can easily be stored	Can readily illustrate sequential steps	Can be time consuming to prepare	Instructor must be at back of room
graphs	✓	✓		✓											✓	✓	✓		✓	
charts and diagrams				✓				✓		✓			✓					✓	✓	
posters		✓						✓									✓			
cartoons								✓									✓			
maps and globes									✓	✓			✓							
2 X 2 slides		✓	✓	✓	✓	✓		✓				✓		✓			✓	✓	✓	✓
flat pictures opaque			✓	✓	✓			✓		✓		✓		✓	✓	✓	✓			✓
multi-media kits			✓							✓	✓	✓		✓		✓			✓	✓
transparencies			✓	✓			✓	✓		✓		✓		✓	✓		✓		✓	
35mm filmstrips		✓	✓		✓		✓			✓	✓	✓		✓			✓	✓	✓	✓
8mm films		✓	✓		✓		✓				✓	✓		✓			✓	✓	✓	✓
16mm films		✓	✓		✓		✓			✓	✓	✓		✓				✓		✓
real things models							✓	✓					✓			✓			✓	

Competency Component: 9.3.4 To assist the trainee in gaining familiarity with the use of visual aids to augment communication effectiveness.

Behavioral Objective: 9.3.4.3 The trainee will be able to employ the principles of visual presentation effectively: spacing, color, letter size, attractiveness, stimulus value, etc.

Enabling Activities	*Resources*	*Comments*
9.3.4.3.A The preceding objectives have given you a basic background in the various types of visual aids and the capabilities of each. As a curriculum consultant, you will also be required to know the principles needed in developing effective visuals. These include lettering, spacing, color, attractiveness and stimulus value. The most obvious way to produce effective visuals is to do it yourself. A. Resource File 9.3.4.3.A contains several readings on effective visual presentation. Other resources are also listed. Read these to familiarize yourself with general techniques and methods of good presentation. B. Using your knowledge gained from the readings, design some type of graphic. It may be a graph, a poster, a map, a diagram, etc. Criteria for evaluation will be done by the SECTraC advisor and based on the following:	9.3.4.3.A Resource File 9.3.4.3.A Lettering Techniques. Visual Instruction Bureau, University of Texas, 1965. Designing Instructional Visuals. Instructional Media Center, University of Texas, 1968.	

Behavioral Objective Continued:

9.3.4.3.A (continued)

Outstanding

Exercise technically perfect. Variety of techniques employed. Exercise shows imagination and creativity as well as accuracy.

Superior

Exercise technically correct or correctable. Two or more techniques employed. Exercise is neat and attractive.

Acceptable

Minimum acceptable level. Exercise is complete.

Competency Component:	9.3.4	To assist the trainee is gaining familiarity with the use of visual aids to augment communication effectiveness.
Behavioral Objective:	9.3.4.3	The trainee will be able to employ the principles of visual presentation effectively: spacing, color, letter size, attractiveness, stimulus value, etc.

Activity No.	*Evaluation Criteria*
9.3.4.3.A	Due to the nature of this activity, the graphic designed by the trainee will be judged by a SECTraC advisor. Evaluation will be based on the following: Outstanding Exercise technically perfect. Variety of techniques employed. Exercise shows imagination and creativity as well as accuracy. Superior Exercise technically correct or correctable. Two or more techniques employed. Exercise is neat and attractive. Acceptable Minimum acceptable level. Exercise is complete.

Competency Component: 9.3.4 To assist the trainee in gaining familiarity with the use of visual aids to augment communication effectiveness.

Behavioral Objective: 9.3.4.4 The trainee will be able to identify the most appropriate form of visual presentation for a specific situation (e.g., an illustration pad mounted on an easel would be more appropriate for a small group meeting than a large conference session).

Enabling Activities	*Resources*	*Comments*
9.3.4.4.A As your last objective in this competency component, the trainee will be able to identify the most appropriate form of visual presentation for a specific situation. For example, an illustration pad mounted on an easel would be more appropriate for a small group meeting than a large conference. Resource File 9.3.4.4.A contains several in-basket situations. Your job is to read each situation, consider the possibilities and develop the most appropriate form of visual presentation. Be sure to state your reasoning for each decision.	9.3.4.4.A Resource File 9.3.4.4.A Brown, J. W., Lewis, R. B, and Harcleroad, F. F. AV Instruction: Media and Methods. New York: McGraw-Hill, 1969. Wittich, W.A., and Schuller, C.F. Audio-Visual Materials: Their Nature and Use. New York: Harper & Row, 1967. Dale, E. Audio Visual Methods in Teaching. New York: Holt, Rinehart & Winston, 1954. Erickson, C.H. Fundamentals of Teaching With Audiovisual Technology. New York: Macmillan Co., 1965.	

Competency Component: 9.3.4 To assist the trainee in gaining familiarity with the use of visual aids to augment communication effectiveness.

Behavioral Objective: 9.3.4.4 The trainee will be able to identify the most appropriate form of visual presentation for a specific situation (e.g., an illustration pad mounted on an easel would be more appropriate for a small group meeting than a large conference session).

Activity No.	*Evaluation Criteria*
9.3.4.4.A	The trainee will be able to identify the most appropriate form of visual presentation for a specific situation. The trainee was asked to list the visual aids he would employ in each of the five simulated cases.

The following are only guidelines and may not necessarily be the same ideas the trainee developed. For any questions, the trainee will meet with a SECTraC advisor to discuss other possibilities.

Situation #1
- Real things - use the kits for demonstration; with this size group, it would be much more effective to see, handle and demonstrate exactly what you're talking about.

Situation #2
- graphics - a diagram of the new building plans; a picture of the projected building.
- while a model would be nice, it would probably be too time consuming and costly to prepare for one meeting of 10 people.
- slides - 2 X 2 slides of projected plans.

Situation #3
- slide presentation using:
  - graphs to show numerical comparisons
  - pictures of classes available now
  - pictures of programs available elsewhere
- charts and graphics may be too small for this size group.

Situation #4
- projected motion pictures - may want to show a ready made film (16mm) on children with learning problems.
- possibly video tape classrooms showing various techniques being used.

Situation #5
- projected still pictures - may want to just use photos taken in the classroom.
- graphics - graphs and charts showing children's progress according to projected goals.
- may want to use video taping.

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Special Project
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION
OF CURRICULUM CONSULATANTS FOR EXCEPTIONAL CHILDREN

INSTRUCTOR'S MANUAL

for

Module 9.0 Developing / Communication Processes

Competency 9.4 The curriculum consultant will be capable of identifying his objective for a presentation situation (i.e., to inform, inspire, persuade, etc.) and employ the most suitable techniques.

November 1973

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I. Interim Report: Competency Research Phase
II. Interim Report: Module Specification Phase
III. Interim Report: Dissemination Phase

INSTRUCTOR'S MANUAL

MODULE #9: Developing / Communication Processes

MODULE ELEMENT SCOPE:

It is the intent of this module to provide you with a basic understanding of the mechanics involved in communication processes. A major emphasis is given to formal models of communication and their practical application to communication situations in education. Considered in this module are school specific variables such as seating arrangements, communication modes, and preparation procedures for small group meetings, which influence the effectiveness of intra-group communication. This module provides general information permitting broad application and furnishes a foundation for related modules on the communication function.

MODULE ELEMENT SPECIFICATIONS:

Competency 9.4: The curriculum consultant will be capable of identifying his objective for a presentation situation (i.e., to inform, inspire, persuade, etc.) and employ the most suitable techniques.

Competency Components:

9.4.1: To assist the trainee in specifying the parameters of efficient communication within groups.

9.4.2: To assist the trainee in gaining familiarity with the various types of speech techniques likely to be employed by a curriculum consultant.

9.4.3: To assist the trainee in identifying the objectives for a presentation situation and delineating the processes involved in achieving them.

Conference Record

Trainee's Name ____________________

Phone ____________________

Address ____________________

Other Modules in Progress ____________________

____

____

Date: __________ Reason: ____________________

Conference Record (continued)

Date: ____________ Reason: ________________________________

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross-Referenc
			9.4.1.1 The trainee will be able to delineate the various role of the source-encoder in communication situations.	
			9.4.1.2 The trainee will be able to delineate the various roles of the receiver-decoder in communication situations.	
			9.4.1.3 The trainee will be able to specify physical characteristics which enhance within-group communication.	
			9.4.2.1 The trainee will be able to delineate the techniques employed in informative speaking.	
			9.4.2.2 The trainee will be able to delineate the techniques employed in persuasive speaking.	
			9.4.2.3 The trainee will be able to delineate the techniques employed in inspirational speaking.	
			9.4.3.1 The trainee will be able to identify the goals he wishes to achieve through his communication.	
			9.4.3.2 The trainee will be able to analyze his objectives to determine the communication situations, techniques, and procedures necessary to obtain his goal.	

Upon successfully demonstrating competence in a behavioral objective (through pre-assessment performance, enabling activity performance, or post-assessment performance), have a SECTraC staff member initial the appropriate box. When a behavioral objective is cross-referenced to other Module Elements, be sure to have it initialed there simultaneously.

Resource File

The following activities have resource files. Each file contains material essential to the activity. Articles and reference materials have not been placed in resource files. Reference materials may later be duplicated and put into resource files in order to make the modules more complete as instructional packages.

9.4.1.1.A

9.4.1.3.A

9.4.2.1.A

9.4.2.2.A

9.4.2.3.A

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

9.4.1 To assist the trainee in specifying the parameters of efficient communication with groups.

Behavioral Objectives:

9.4.1.1 The trainee will be able to delineate the various role of the source-encoder in communication situations.

9.4.1.2 The trainee will be able to delineate the various roles of the receiver-decoder in communication situations.

9.4.1.3 The trainee will be able to specify physical characteristics which enhance within-group communication.

Competency Component: 9.4.1. To assist the trainee in specifying the parameters of efficient communication within groups.

Behavioral Objective: 9.4.1.1 The trainee will be able to delineate the various roles of the source-encoder in communication situations.
and
9.4.1.2 The trainee will be able to delineate the various roles of the receiver-decoder in communication situations.

Enabling Activities	*Resources*	*Comments*
9.4.1.1.A In dealing with the communication process, it is evident that no two communication situations are identical, yet, at the same time, we can attempt to isolate certain components that all communication situations have in common. It is these components and their interrelationship that are considered when we try to construct a general model of communication. The following activity will introduce the four major ingredients and serve as a guide in directing you toward a definition of each. In Resource File #9.4.1.1.A you will find a brief paragraph describing a basic communication situation, plus a list of questions (Section 1, Part 1). Your assignment is to read the communication situation and respond to each question in order. After completion of this task, turn to Section 1, Part 2 to check your response. To insure understanding of the four basic components involved in communication, you are required to define each of the terms in the space provided under Section 1, Part 3. Your definition should then be compared to the ones indicated in Section 1, Part 4 which were taken from The Process of Communi-	Resource File #9.4.1.1.A Ewenson, J.; Auer, J.J.; & Irwin, J.V. The Psychology of Communication. Appleton-Century-Crofts: New York, 1963. Pp. 131-141.	

Behavioral Objective *Continued:*

9.4.1.1.A (continued)

cation: An Introduction to Theory and Practice by David K. Berlo, a noted authority in the field of communication processes. If a major discrepency is discovered during the comparison, move to Section 2 and try again.

Read the reference indicated to provide background information before you begin the task.

Competency Component: 9.4.1 To assist the trainee in specifying the parameters of efficient communication within groups.

Behavioral Objective: 9.4.1.1 The trainee will be able to delineate the various roles of the source-encoder in communication situations.

and

9.4.1.2 The trainee will be able to delineate the various roles of the receiver-decoder in communication situations.

Activity No.	*Evaluation Criteria*
9.4.1.1.A	Because of the nature of this activity, evaluation will essentially be carried out by the trainee. Your role as instructor, in this instance, is to provide guidance where needed. If after completion of the activity the trainee is still having difficulty, you can refer them directly to The Process of Communication: An Introduction to Theory and Practice, written by David K. Berlo. The trainee will be required to submit the completed activity for purpose of record keeping and verification that the task was actually performed.

Competency Component: 9.4.1 To assist the trainee in specifying the parameters of efficient communication within groups.

Behavioral Objective: 9.4.1.3 The trainee will be able to specify physical characteristics which enhance within-group communication.

Enabling Activities	*Resources*	*Comments*
9.4.1.3 In spite of all good intentions, there are certain mechanical matters which can affect the outcome of a discussion. Typically, they include place, time, materials, size of group, group arrangement, discussion form, and rest and relaxation. Frequently groups may fail, not because of poor ideas, but because their lack of channels through which ideas can come without distortion. It is necessary for the trainee to become aware of good physical characteristics for group discussion. Only then can we create an atmosphere and setting for the group so that an effective discussion can take place.		
9.4.1.3.A Read the given resources taking notes as you go along. Make a list of tips and points to remember in the mechanics of group discussion.	9.4.1.3.A Keltner, J.W. Group Discussion Processes. New York: Longmans, Green & Co., 1957. Chap. 10 (Some Mechanical Matters). McBurney, J.H., and Wrage, E.J. Guide to Good Speech. Englewood Cliffs, New Jersey: Prentice-Hall, 1961. Chap. 14. (Bodily Action).	

9.4.1.3.B

Resource File 9.4.1.3.A contains a case study of a group discussion. Directions for the activity are given in the Resource File.

9.4.1.3.A (continued)

Barnlund, D. C. The Dynamics of Discussion. Boston: Houghton-Mifflin Co., 1960. Chap. 12 (Obstacles to Communication).

Resource File 9.4.1.3.A

Resource File 9.4.1.3.A

Case Study

A P.T.A. child study group comprising thirty-five to forty members meets monthly in the gymnasium of the school. The group sits in rows and the arrangement is usually near the stage of the room. Pamphlets and other mimeographed material are placed on a table at the back of the room for members to pick up as they come into the meeting. The meeting is usually started by the study group chairman who reads a statement from one of the study guides prepared for the meeting. He asks the members to react to the materials thus presented. A forum period follows this presentation.

The meeting is usually called at 2 p.m. There is a short social period before the official meeting begins. Coffee and cookies are usually served. The actual meeting begins about 2:30.

School lets out at 3:30 and by 3:15 mothers are gathering to meet their children.

What suggestions in regard to mechanical matters would you make to improve the operation of this group?

From
Keltner, J.W. Group Discussion Processes. New York: Longmans, Green & Co., 1957. P. 116.

Competency Component: 9.4.1 To assist the trainee in specifying the parameters of efficient communication within groups.

Behavioral Objective: 9.4.1.3 The trainee will be able to specify physical characteristics which enhance within-group communication.

Activity No.	*Evaluation Criteria*
9.4.1.3 B	The trainee will be able to specify physical characteristics which enhance within-group communication. The trainee, after reading the given assignments, was to analyze a case study according to the mechanical matters which needed improvement. Although, the trainee's analysis should be more detailed, it should contain a minimum of the following improvements: 1. Circle or semicircle seating arrangement. 2. A smaller room should be used as the meeting place. 3. Much more time needs to be allowed. 4. More informal atmosphere is required. 5. Improvement of discussion form and format.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

9.4.2 To assist the trainee in gaining familiarity with the various types of speech techniques likely to be employed by a curriculum consultant.

Behavioral Objectives:

9.4.2.1 The trainee will be able to delineate the techniques employed in informative speaking.

9.4.2.2 The trainee will be able to delineate the techniques employed in persuasive speaking.

9.4.2.3 The trainee will be able to delineate the techniques employed in persuasive speaking.

Competency Component: 9.4.2 To assist the trainee in gaining familiarity with the various types of speech techniques likely to be employed by a curriculum consultant.

Behavioral Objective: 9.4.2.1 The trainee will be able to delineate the techniques employed in informative speaking.

Enabling Activities	*Resources*	*Comments*
9.4.2.1 Competency component 9.4.2 was designed to assist the trainee in gaining a familiarity with the various types of speech techniques likely to be employed by a curriculum consultant. Basically, this consists of informative, persuasive speaking and inspirational speaking. One of the primary functions of speaking is to transfer knowledge between people. Through speaking, one can share his experiences with others. He can communicate information. Generally, the trainee will be concerned with three types of informative speaking: reports, instructions, and lectures.		
9.4.2.1.A Read the given assignments to familiarize yourself with the techniques of informative speaking.	9.4.2.1.A Monroe, A. Principles and Types of Speech. Chicago: Scott Foresman & Co., 1962. Chap. 20 (The Speech to Inform). McBurney, J. H., and Wrage, E. J. Guide to Good Speech. New Jersey: Prentice-Hall, 1961. Chap. 16 (Reporting).	

Behavioral Objective 9.4.2.1 *Continued:*

9.4.2.1.B

Design an outline of the major techniques and steps involved in developing an informative speech.

9.4.2.1.C

Find an informative speech that interests you. It may be on any subject. Using the techniques gained from your reading, analyze the speech according to its parts, divisions and steps. Add comments on strategies employed.

Competency Component: 9.4.2 To assist the trainee in gaining familiarity with the various types of speech techniques likely to be employed by a curriculum consultant.

Behavioral Objective: 9.4.2.1 The trainee will be able to delineate the techniques employed in informative speaking.

Activity No.	*Evaluation Criteria*
9.4.2.1.A & B	The trainee was to read the given resources on informative speaking, develop an outline of steps and techniques, and do an analysis of an informative speech.

The outline should be similar and include most of the same points as the following:

Informative Speaking

Purpose: to secure understanding of ideas presented.

I. Characteristics
   - A. Types
      - 1. reports
      - 2. instructions
      - 3. lectures
   - B. Clear organization
      - 1. 3-4 points
      - 2. logical relations between points
      - 3. transitions clear
   - C. Use concrete data - don't be abstract
      - 1. present statistics in round numbers
      - 2. use visual aids whenever appropriate
   - D. Avoid dullness by occasional figures of speech and humor.
   - E. Connect the unknown with the known. (Compare with things with which the audience is familiar.

II. Organization
   - A. 5 brief steps
      - 1. limit subject
      - 2. divide subject clearly
      - 3. illustrate points specifically and concretely
      - 4. prepare topical outline
      - 5. develop outline through exposition, description and narration.

Competency Component: 9.4.2 To assist the trainee in gaining familiarity with the various types of speech techniques likely to be employed by a curriculum consultant.

Behavioral Objective: 9.4.2.1 The trainee will be able to delineate the techniques employed in informative speaking.

Activity No.	*Evaluation Criteria*

9.4.2.1 A & B (continued)

B. Detailed Steps
  1. attention step
    a. startling statement of unusual illustration
    b. at beginning of speech to focus attention
  2. need step
    a. statement of importance of information to audience
    b. an illustration to clarify a statement
    c. proof of importance by means of examples, testimony and statistics, and relating it to audience
    d. need step must be built on basis of curiosity
  3. satisfaction step
    a. initial summary
      1) brief ennumeration of main points
      2) skeleton of discussion
    b. detailed information
      1) cover in order of main points
      2) use transitions clearly
      3) longest part of speech
    c. final summary
      1) ties together information
      2) leaves audience with unified picture
      3) not as brief as initial summary

9.4.2.1.C

The trainee's analysis of an informative speech should follow along the lines of the outling and include a minimum of the following:

A. Attention step

B. Need step

C. Satisfaction step

Competency Component: 9.4.2 To assist the trainee in gaining familiarity with the various types of speech techniques likely to be employed by a curriculum consultant.

Behavioral Objective: 9.4.2.2 The trainee will be able to delineate the techniques employed in persuasive speaking.

Enabling Activities	*Resources*	*Comments*
9.4.2.2 The preceding objective was concerned with acquiring the skills employed in informative speaking. This behavioral objective is concerned with persuasive speaking--with the necessity not only of arousing an audience but also of changing existing beliefs or implanting new ones. Generally persuasive speaking occurs at business meetings, popular gatherings and debates. In persuasive speaking, the speaker needs to impress his listeners with a motive for believing and to convince them of the logic of the proposal.		
9.4.2.2.A Read the given assignments contained in Resource File 9.4.2.2.A to become aware of the techniques involved in persuasive speaking.	9.4.2.2.A McBurney, J.H., and Wrage, E.J. Guide to Good Speech. New Jersey: Prentice Hall, 1961. Chap. 17 (Advocacy). Monroe, A. H. Principles and Types of Speech. Chicago: Scott Foresman & Co., 1962. Chap. 22 (The speech to convince).	

9.4.2.2.B

Choose a topic for a persuasive speech. Your topic should be related to the role of a curriculum consultant in the local school setting. Design an outline for this speech including ideas for special tactics or techniques particular to this type of speech. Your outline need not be extremely detailed, but should include the basic steps of organization.

Competency Component: 9.4.2 To assist the trainee in gaining familiarity with the various types of speech techniques likely to be employed by a curriculum consultant.

Behavioral Objective: 9.4.2.2 The trainee will be able to delineate the techniques employed in persuasive speaking.

Activity No.	*Evaluation Criteria*
9.4.2.2.A &B	The trainee was required, after the reading assignments, to design an outline for a persuasive speech. Due to the nature of this activity, the SECTraC advisor will need to evaluate the outline according to how well the following has been developed: Will the speech: 1. secure the audience's attention? 2. show that because of existing deficiencies or evils there is a need for some action? 3. provide satisfaction for this need by presenting a remedy which will remove the evils or deficiencies? 4. visualize the benefits to be obtained from believing or acting as you propose? 5. request the action or approval indicated?

Competency Component: 9.4.2 To assist the trainee in gaining familiarity with the various types of speech techniques likely to be employed by a curriculum consultant.

Behavioral Objective: 9.4.2.3 The trainee will be able to delineate the techniques employed in inspirational speaking.

Enabling Activities	*Resources*	*Comments*
9.4.2.3 Inspirational speaking is intended to arouse enthusiasm or to deepen emotion. It is often referred to as speaking to stimulate or to motivate. Often, the speaker hopes to inspire the emotional attitudes of the listeners so that they will be impelled to take action. It differs from persuasive speaking in that the purpose of persuasive speaking is to call forth some commitment of action. Inspirational speaking does not necessarily call for action, but rather its primary purpose is to arouse emotional interest. As a curriculum consultant, you may use inspirational speaking for meetings with staff and faculty, promotional organizations or meeting with an individual teacher or parent.		
9.4.2.3.A Read the assigned resources.	9.4.2.3.A Monroe, A. H. Principles and Types of Speech. Chicago: Scott, Foresman & Co., 1962. Chap. 21 (The speech to stimulate). McBurney, J. H., & Wrage, E. J. Guide to Good Speech. New Jersey: Prentice-Hall, 1961. Chap. 18 (Evocation).	

Behavioral Objective 9.4.2.3 *Continued:*

9.4.2.3.B

Outline the principles involved in inspirational speaking. Outline in a brief but effective manner so that you may use this outline as a reference at a later date. Keep in mind the following generalities:

I. Purpose
II. Characteristics of Content
III. Organization

Competency Component: 9.4.2 To assist the trainee in gaining familiarity with the various types of speech techniques likely to be employed by a curriculum consultant.

Behavioral Objective: 9.4.2.3 The trainee will be able to delineate the techniques employed in inspirational speaking.

Activity No.	*Evaluation Criteria*
9.4.2.3. A &B	The trainee was asked to read the assigned resources and outline the major points in inspirational speaking. The following outline should correlate with the trainee's outline:

I. Purpose
    A. To arouse enthusiasm
    B. To deepen emotion
    C. To direct listeners toward a definite course of action

II. Characteristics of Content
    A. Use striking phraseology
    B. Use a slogan as your keynote whenever possible
    C. Be concrete and specific
    D. Use contrast
    E. Use strong motivation
    F. Use vivid imagery
        1. Visual
        2. Auditory
        3. Gustatory
        4. Olfactory
        5. Tactual

III. Organization
    A. Attention Step
    B. Need Step
        1. Stress importance of greater activity or enthusiasm or deeper feeling of emotion
        2. Points out how present situation is unsatisfactory in contrast to what has been or to what is possible
    C. Satisfaction Step
        1. General frame of mind the audience is to assume
        2. Definite plan of action briefly outlined
    D. Visualization Step
        1. Be vivid and concrete
        2. Use illustration and narrative profusely
    E. Action Step
        1. Requests for generalized activity or emotional attitude are usually implied rather than stated
        2. Rapid summary
        3. Quotation
        4. Challenge

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

9.4.3 To assist the trainee in identifying the objectives for a presentation situation and delineating the processes involved in achieving them.

Behavioral Component:

9.4.3.1 The trainee will be able to identify the goals he wishes to achieve through his communication.

9.4.3.2 The trainee will be able to analyze his objectives to determine the communication situations, techniques, and procedures necessary to obtain his goal.

Competency Component: 9.4.3 To assist the trainee in identifying the objectives for a presentation situation and delineating the processes involved in achieving them.

Behavioral Objective: 9.4.3.1 The trainee will be able to identify the goals he wishes to achieve through his communication.

Enabling Activities	*Resources*	*Comments*
9.4.3.1 In planning any presentation, several factors must be kept in mind: 1. What is the need to be met by this presentation? 2. What types of communication goals are you trying to reach? Teach? Inform? Persuade? Inspire? 3. What obstacles do you need to overcome? 4. What specific outcomes do you want to obtain to get the general goal you have in mind? The effectiveness of your presentation will largely depend on how well you establish answers to the questions. In considering goals, two general kinds of goals can be established. Are you wanting to communicate specific teaching of skills or influencing of attitudes that will lead to some action later? The next step is likely to be the building of favorable attitudes. One may have to try to eliminate some initial negative bias. Generally, the way to overcome these attitudes will		

9.4.3.1 (continued)

become clearer the more you know the listeners--know the biases. This will hold true in a local school setting.

In attaining the established goals, one may meet with several types of obstacles. Personal obstacles are found in both the source and receiver. Such items as knowledge, attitude, socio-cultural background are included. Situation and resource obstacles include limitations on budget, time and place. Content obstacles include the material to be communicated, the skill to be learned, or the concept to be grasped. Understanding the types of obstacles you may encounter can help you to analyze the situation better and thus increase your chances for more effective communication.

As a curriculum consultant, you will be concerned also with motivation. By being organized and understanding your structure, you can better understand the listeners. Hopefully you can all learn and reach the goals for which you are aiming.

9.4.3.1.A

Consider a presentation situation that you may encounter as a curriculum consultant. It may be on any subject, to any size audience. You may budget your own time and money for it. Now that you have developed a presentation situation state the following:

Behavioral Objective 9.4.3.1 *Continued:*

9.4.3.1.A (continued)

1. topic
2. place
3. audience characteristics
4. budget
5. specific goals
6. possible obstacles

Competency Component: 9.4.3 To assist the trainee in identifying the objectives for a presentation situation and delineating the processes involved in achieving them.

Behavioral Objective: 9.4.3.1 The trainee will be able to specify the goals he wishes to achieve through his communication.

Activity No.	*Evaluation Criteria*
9.4.3.1.A	The trainee was asked to design and develop his own presentation situation for a curriculum consultant and to state the following characteristics about the presentation: 1. topic 2. place 3. audience characteristics 4. budget 5. specific goals 6. possible obstacles Due to the nature of this activity, the SECTraC advisor will have to judge the trainee on adequacy of his work.

Competency Component: 9.4.3 To assist the trainee in identifying the objectives for a presentation situation and delineating the processes involved in achieving them.

Behavioral Objective: 9.4.3.2 The trainee will be able to analyze his objectives to determine the communication situations, techniques, and procedures necessary to obtain his goal.

Enabling Activities	*Resources*	*Comments*
9.4.3.2.A In the previous activity, the trainee was to design a skeleton to a presentation situation for a curriculum consultant. You have now designed the topic, place, audience characteristics, specific goals, budget and obstacles. Analyze your goals or objectives once again to fully understand the communication situations. Consider the following questions: 1. What specific techniques will you use to establish your goals? 2. What procedures will be necessary in order to achieve your goals? After mentally answering these questions, put them down in written form to turn in to your SECTraC advisor for evaluation.		

Competency Component: 9.4.3 To assist the trainee in identifying the objectives for a presentation situation and delineating the processes involved in achieving them.

Behavioral Objective: 9.4.3.2 The trainee will be able to analyze his objectives to determine the communication situations, techniques, and procedures necessary to obtain his goal.

Activity No.	*Evaluation Criteria*
9.4.3.2.A	The trainee was asked to analyze again the presentation situations from activity 9.4.3.1.A. The trainee was then asked to answer the following questions in written form: 1. What specific techniques will you use to establish your goals? 2. What procedures will be necessary in order to achieve your goals? Due to the nature of this activity, the trainee's written work will be evaluated by a SECTraC advisor.

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Special Project
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION OF CURRICULUM CONSULTANTS FOR EXCEPTIONAL CHILDREN

INSTRUCTOR'S MANUAL

for

Module 9.0 Developing / Communication Processes

Competency 9.5 A curriculum consultant should be capable of identifying and arranging interpersonal situations (i.e., individual conferences, small groups, large group meetings, etc.) which enhance communication.

November 1973

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I. Interim Report: Competency Research Phase
II. Interim Report: Module Specification Phase
III. Interim Report: Dissemination Phase

INSTRUCTOR'S MANUAL

MODULE #9: Developing / Communication Processes

MODULE ELEMENT SCOPE:

It is the intent of this module to provide you with a basic understanding of the mechanics involved in communication processes. A major emphasis is given to formal models of communication and their practical application to communication situations in education. Considered in this module are school specific variables such as seating arrangement, communication modes, and preparation procedures for small group meetings, which influence the effectiveness of intra-group communication. This module provides general information permitting broad application and furnishes a foundation for related modules on the communication function.

MODULE ELEMENT SPECIFICATIONS:

Competency 9.5: A curriculum consultant should be capable of identifying and arranging interpersonal situations (i.e., individual conferences, small groups, large group meetings, etc.) which enhance communication.

Competency Components:

9.5.1: To assist the trainee in determining the type of communication situation which would best accomodate the characteristics of the population and/or the problem.

9.5.2: To assist the trainee in identifying the procedures necessary for planning individual conferences, small groups, and large group meetings.

9.5.3: To assist the trainee in preparing guidelines for curriculum consultants to follow in establishing and maintaining effective communication.

Conference Record

Trainee's Name ____________________________

Phone ____________________________

Address ____________________________

Other Modules in Progress ____________________________

Date: __________ Reason: ____________________________

Conference Record (continued)

Date: ____________ Reason: ____

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross-Reference
			9.5.1.1 The trainee will be able to identify the characteristics of a population (i.e., number of individuals involved, previous knowledge, the relationship of the individual(s) to the problem, etc.) and the characteristics of the problem which are relevant to determining the communication situation.	
			9.5.1.2 The trainee will be able to identify the relative strengths and weaknesses of each of the communication situations.	
			9.5.1.3 The trainee will be able to describe the communication situation which would maximally facilitate interaction for a specific problem and/or population.	
			9.5.2.1 The trainee will be able to delineate the necessary steps in preparing for a communication situation.	
			9.5.2.2 The trainee will be able to delineate the elements involved in conducting a successful meeting.	
			9.5.2.3 The trainee will be able to utilize scheduling procedures, seating arrangements, and presentation techniques to enhance communication.	
			9.5.2.4 The trainee will be able to design and implement an appropriate follow-up program for a communication situation.	
			9.5.3.1 The trainee will be able to develop a time and sequence chart establishing one form of communication procedure given a curriculum development situation.	
			9.5.3.2 The trainee will be able to develop a job description for a curriculum consultant which details the communication skills required.	
			9.5.3.3 The trainee will be able to delineate ten suggestions to help a curriculum consultant establish an effective communication system.	

Upon successfully demonstrating competence in a behavioral objective (through pre-assessment performance, enabling activity performance, or post-assessment performance), have a SECTraC staff member initial the appropriate box. When a behavioral objective is cross-referenced to other Module Elements, be sure to have it initialed there simultaneously.

Resource File

The following activities have resource files. Each file contains material essential to the activity. Articles and reference materials have not been placed in resource files. Reference materials may later be duplicated and put into resource files in order to make the modules more complete as instructional packages.

9.5.2.1.A
9.5.2.1.B
9.5.2.2.A
9.5.2.2.C
9.5.2.3.A
9.5.2.3.C
9.5.2.4.A
9.5.3.1.A

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component

9.5.1 To assist the trainee in determining the type of communication situation which would best accomodate the characteristics of the population and/or the problem.

Behavioral Objective

9.5.1.1 The trainee will be able to identify the characteristics of a population (i.e., number of individuals involved, previous knowledge, the relationship of the individual(s) to the problem, etc.) and the characteristics of the problem which are relevant to determing the communication.

9.5.1.2 The trainee will be able to identify the relative strengths and weaknesses of each of the communication situations.

9.5.1.3 The trainee will be able to describe the communication situation which would maximally facilitate interaction for a specific problem and/or population.

Competency Component: 9.5.1 To assist the trainee in determining the type of communication situation which would best accommodate the characteristics of the population and/or the problem.

Behavioral Objective: 9.5.1.1 The trainee will be able to identify the characteristics of a population (i.e., number of individuals involved, previous knowledge, the relationship of the individual(s) to the problem, etc.) and the characteristics of the problem which are relevant to determining the communication situation.

Enabling Activities	***Resources***	***Comments***
9.5.1.1 Competency 9.5 concerns itself with identifying and arranging interpersonal situations which enhance communication. The first component will assist the trainee in determining the type of communication situation which would best accommodate the characteristics of the population and/or the problem. One must have a clear picture of the conditions under which you will speak, if you expect to achieve maximum effect. Many groups have been talked to sleep by speakers who appeared to be addressing imaginary audiences. People like to feel they are being talked to directly. Whenever possible, find out ahead of time exactly what kind of people you will be addressing. You will need to consider the composition of the group, and the information the group holds on the subject. You should also be aware of the attitude of the audience. You will need to consider the opportunities for audience participation. You may have more overt participation with a small group than a large one.		

9.5.1.1 (continued)

Lastly, consider the homogeniety of the group. Is the group composed of people who are essentially alike or people who have very little in common?

9.5.1.1.A

Consider the following situation: You as a curriculum consultant have been asked to present some new math programs to the special education school. They are interested in incorporating a new math series and are interested in hearing your ideas. Your listeners will include:

1. special education teachers (about 40 teachers)
2. special education director
3. special education materials coordinator
4. math consultant for public schools
5. assistant superintendent of schools

Analyze, in written form, the following:

a. the number of individuals involved.

b. previous knowledge of the listeners in that specific area.

c. relationship of the individuals to the problem.

Behavioral Objective 9.5.1.1 *Continued:*

9.5.1.1.A (continued)

d. identify characteristics of the problem which are relevant to determining the most effective approach to communication.

Competency Component: 9.5.1 To assist the trainee in determining the type of communication situation which would best accommodate the characteristics of the population and/or the problem.

Behavioral Objective: 9.5.1.1 The trainee will be able to identify the characteristics of a population (i.e., number of individuals involved, previous knowledge, the relationship of the individual(s) to a problem, etc.) and the characteristics of the problem which are relevant to determining the communication situation.

Activity No.	*Evaluation Criteria*
9.5.1.1.A	The trainee was asked to consider the problem of presenting some new math problems for special education. The listeners include:

a. about 40 special education teachers

b. special education director

c. special education materials coordinator

d. math consultant for public schools

e. assistant superintendent of schools

The trainee was asked to analyze the following in written form:

a. the number of individuals involved

b. previous knowledge of the listeners in that specific area

c. relationship of the individuals to the problem

d. identify characteristics of the problem which are relevant to determining the most effective approach to communication

The number of individuals involved will be 45 at the most. Probably, not all of the special education teachers will involve themselves in the project.

The special education teachers should have some previous knowledge in the area of math programs, but new programs are developed rapidly and many teachers do not keep up with the new market.

The special education director will probably have some knowledge in this area along with the materials coordinator. They will probably be your best listeners and will rapidly acquire knowledge in the area.

The math coordinator for the public school should have extensive information on what's available, but will probably have very little knowledge on what can be adapted for special children.

The assistant superintendent will most probably have very little knowledge in the area.

Competency Component: 9.5.1 To assist the trainee in determining the type of communication situation which would best accommodate the characteristics of the population and/or the problem.

Behavioral Objective: 9.5.1.1 The trainee will be able to identify the characteristics of a population (i.e., number of individuals involved, previous knowledge, the relationship of the individual(s) to a problem, etc.) and the characteristics of the problem which are relevant to determining the communication situation.

Activity No.	*Evaluation Criteria*
9.5.1.1.A (continued)	Generally, the special education teachers, the director, and the materials coordinator will be most involved with the problem because they will be using the decided program directly. The others involved will probably range from being vaguely interested to having no interest at all. Some of the special characteristics of the problem will be: 1. choosing several out of many math approaches to present. 2. knowledge of the math coordinator could be a problem. 3. motivation and interest will need to be highly developed. 4. making the presentation basic enough for those who lack knowledge and elaborate enough for those with knowledge. 5. adapting a problem to meet the needs of all. 6. budgeting.

Competency Component: 9.5.1 To assist the trainee in determining the type of communication situation which would best accommodate the characteristics of the population and/or the problem.

Behavioral Objective: 9.5.1.2 The trainee will be able to identify the relative strengths and weaknesses of each of the communication situations.

Enabling Activities	*Resources*	*Comments*
9.5.1.2		
In behavioral objective 9.5.1.1 the trainee identified the characteristics of a specific population and the characteristics of a simulated problem in order to determine the most effective approach to communication.		
9.5.1.2.A		
Consider the same problem--that is to present several math series in order to set up a new program at the special education center.		
Using your knowledge from previous activities in this module, consider the possibilities for approaching the presentation.		
From your possibilities, choose two approaches that you feel may accomplish your goals for presentation.		
Analyze each approach carefully.		
Develop a list of the strengths and weaknesses of each approach. You need not go into any lengthy explanations. A brief list will be adequate.		

Competency Component:	9.5.1	To assist the trainee in determining the type of communication situation which would best accommodate the characteristics of the population and/or the problem.
Behavioral Objective:	9.5.1.2	The trainee will be able to identify the relative strengths and weaknesses of each of the communication situations.

Activity No.	*Evaluation Criteria*
9.5.1.2.A	The trainee was asked to identify the strengths and weaknesses of two approaches to the simulated presentation in 9.5.1.1. Due to the nature of this activity, the designed list will need to be evaluated by a SECTraC advisor.

Competency Component: 9.5.1 To assist the trainee in determining the type of communication situation which would best accommodate the characteristics of the population and/or the problem.

Behavioral Objective: 9.5.1.3 The trainee will be able to describe the communication situation which would maximally facilitate interaction for a specific problem and/or population.

Enabling Activities	*Resources*	*Comments*
9.5.1.3.A In the previous activities, the trainee has identified the characteristics of a simulated presentation, analyzed the listeners, and identified the strengths and weaknesses of two approaches. As a result of the previous activity, the trainee will have in mind the strengths and weaknesses of two approaches for presenting math programs to the special education department. As your last objective in competency component 9.5.1 you will be required to gather your information from the previous two activities. Describe the communication approach, from the two analyzed approaches, which would maximally facilitate interaction among members of the population in 9.5.1.1. Consider all the analysis data from previous activities. Write out your description and turn it in to your SECTraC advisor. Your work will be evaluated on how well you support your decisions.		

Competency Component: 9.5.1	To assist the trainee in determining the type of communication situation which would best accommodate the characteristics of the population and/or the problem.
Behavioral Objective: 9.5.1.3	The trainee will be able to determine the communication situation which would maximally facilitate interaction for a specific problem and/or population.

Activity No.	*Evaluation Criteria*
9.5.1.3.A	The trainee was asked to describe the communication approach which would maximally facilitate interaction among members of the population in 9.5.1.1. Due to the high correlation between this activity and the two previous objectives, the SECTraC advisor will again evaluate the trainee's work. In this instance, the advisor needs to look at the overall picture of 9.5.1.1, 9.5.1.2 and 9.5.1.3 before making final evaluation. The trainee must show strong support in his decisions and his ideas need to be based on practical observations.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

9.5.2 To assist the trainee in identifying the procedures necessary for planning individual conferences, small groups, and large group meetings.

Behavioral Objectives:

9.5.2.1 The trainee will be able to delineate the necessary steps in preparing for a communication situation.

9.5.2.2 The trainee will be able to delineate the elements involved in conducting a successful meeting.

9.5.2.3 The trainee will be able to utilize scheduling procedures, seating arrangements, and presentation techniques to enhance communication.

9.5.2.4 The trainee will be able to design and implement an appropriate follow-up program for a communication situation.

Competency Component: 9.5.2 To assist the trainee in identifying the procedures necessary for planning individual conferences, small groups, and large group meetings.

Behavioral Objective: 9.5.2.1 The trainee will be able to delineate the necessary steps in preparing for a communication situation.

Enabling Activities	*Resources*	*Comments*
9.5.2.1 Competency component 9.5.2 is concerned with assisting the trainee in identifying the procedures necessary for planning individual conferences, small group, and large group meetings. Generally, in larger groups, the atmosphere is more formal. The interaction is focused; all members of the group attend and respond to a common source of stimulation. Those present tend to react in a relatively passive and stereotyped manner--at least outwardly. Interaction occurs between the leader and the listeners as a whole, rather than taking place among the individual members of the group. Members of a large, formal group seldom recall afterwards the specific personalities of those who attended. The conditions that prevail in an informal, smaller group are quite different. Generally, there is significant difference in the way the participants relate to one another. Each member perceives an impression of each of the other members. The leader who starts the group may soon drift out of the center of attention and later reappear as he responds to someone else's participation. Behavior in the		

Behavioral Objective Continued:

9.5.2.1 (continued)

informal group is likely to be more spontaneous and uninhibited. Communication is less restricted and ideas may change directions several times. The informal, smaller group is characterized by the awareness of each other as individuals and its spontaneity.

Obviously, with such diversity between groups, the steps in preparing for a communication situation will be different according to the listening group.

9.5.2.1.A

Read the assigned resources. After completing the reading assignments, develop your own criteria for necessary steps in preparing for a communication situation for each of the following:

1. individual conference or one-to-one meeting.

2. small group meeting.

3. large group meeting.

This list of necessary steps is for your personal referral at later dates and to use as a reference in your role as a curriculum consultant. It will, therefore, not be evaluated by a SECTraC advisor.

9.5.2.1.A

Resource File 9.5.2.1.A containing:

Marks, J.R., Stoops, E., and King-Stoops, J. Handbook of Educational Supervision. Boston: Allyn & Bacon, 1972.

Chapter 9 - "How to Improve Supervisory Conferences"
Chapter 10 - "How to Provide Successful Faculty Meetings and Group Conferences"

Behavioral Objective *Continued:*

9.5.2.1.B

Resource File 9.5.2.1.B contains a brief quiz over the assigned reading. After completing the quiz, check your answers. If you miss more than three questions, go back and reread the assignments again and reanalyze your set of criteria.

9.5.2.1.B

Resource File 9.5.2.1.B

Competency Component: 9.5.2 To assist the trainee in identifying the procedures necessary for planning individual conferences, small groups, and large group meetings.

Behavioral Objective: 9.5.2.1 The trainee will be able to delineate the necessary steps in preparing for a communication situation.

Activity No.	*Evaluation Criteria*
9.5.2.1.A	The trainee was asked to read the given assignments and develop his own set of criteria for preparatory steps in each of the following: 1. individual conference 2. small group meeting 3. large group meeting Since this criteria was developed for the trainee's personal reference, it will not be evaluated by the SECTraC advisor. It is assumed that the trainee will develop his criteria in a manner which best suits his needs.
9.5.2.1.B	See attached answer sheet for quiz.

ANSWERS TO TEST

1. c
2. b
3. b
4. c
5. d
6. a
7. c
8. a
9. b
10. c
11. c
12. b
13. c
14. b
15. a

Competency Component: 9.5.2 To assist the trainee in identifying the procedures necessary for planning individual conferences, small groups, and large group meetings.

Behavioral Objective: 9.5.2.2 The trainee will be able to delineate the elements involved in conducting a successful meeting.

Enabling Activities	*Resources*	*Comments*
9.5.2.2 Successful meetings will play a crucial role in your job as a curriculum consultant. Trends in educational thinking and practice should be discussed at meetings and interpreted as they affect the school and community. Skill must be exercised in organizing and conducting meetings to enhance cooperative thinking and professional growth. A mutual sincere feeling of trust must be established. Trust is a prerequisite to all effective communication and certainly to working with people toward instructional improvement.		
9.5.2.2.A Resource File 9.5.2.2.A contains some reading materials on organizational steps to a meeting. Read the assignments.	9.5.2.2.A Resource File 9.5.2.2.A	
9.5.2.2.B Design an outline consisting of the elements involved in organizing and conducting a successful meeting.		

Behavioral Objective Continued:

9.5.2.2.C

Resource File 9.5.2.2.C contains a simulated meeting in organizational form. Analyze the meeting and decide if the organizational form is adequate. If not, describe what the inefficiencies are.

9.5.2.2.C

Resource File 9.5.2.2.C

Resource File 9.5.2.2.C

Simulated Meeting

Objectives: The staff members will use Key Math in their classes.

Participants: any interested elementary teacher

Meeting place: gym at Oak Ridge Elementary School

Key Visuals: overhead projector, transparencies, Key Math kits

Follow-up: check sheet to go around to all teachers who attended meeting. To be sent one month later to see how many have put Key Math to use, their opinions, suggestions, etc.

Competency Component: 9.5.2 To assist the trainee in identifying the procedures necessary for planning individual conferences, small groups, and large group meetings.

Behavioral Objective: 9.5.2.2 The trainee will be able to delineate the elements involved in conducting a successful meeting.

Activity No.	*Evaluation Criteria*
9.5.2.2.B	The trainee was asked to design an outline consisting of the preparatory elements involved in conducting a meeting. The trainee's outline should include these major points:

Preparation

- Determine objectives
- Choose participants
- Develop the program
- Select and check visual aids
- Select and equip the meeting place
- Review program with discussion leaders
- Check final arrangements

Conduct

- Introduce participants
- Outline objectives and program
- Discussion leaders must remember to:
  - Speak up
  - Use visuals
  - Get everyone into the act
  - Encourage free flow of ideas
  - Chart progress of discussion
  - Distribute handout materials
- Have frequent intermissions
- Review follow-through program

Competency Component: 9.5.2 To assist the trainee in identifying the procedures necessary for planning individual conferences, small groups, and large group meetings.

Behavioral Objective: 9.5.2.2 The trainee will be able to delineate the elements involved in conducting a successful meeting.

Activity No. — *Evaluation Criteria*

9.5.2.2.B (continued)

Follow-Through

Follow-through letter

Is the training cycle complete?

9.5.2.2.C

The trainee was asked to analyze the skeleton of a simulated meeting for a curriculum consultant. The following major points should be included in the analysis:

1. Objective is too broad and too idealistic. Exposure to the elements of Key Math may have been more adequate.
2. Participants: category is too broad. The curriculum consultant has no way of knowing if she'll have 20 teachers or 200. She should limit to one elementary school at a time.
3. Meeting place: for this type of meeting, it should be a smaller group in a smaller, more personal meeting place.

Competency Component: 9.5.2 To assist the trainee in identifying the procedures necessary for planning individual conferences, small groups, and large group meetings.

Behavioral Objective: 9.5.2.3 The trainee will be able to utilize scheduling procedures, seating arrangements, and presentation techniques to enhance communication.

Enabling Activities	*Resources*	*Comments*
9.5.2.3.A It is not enough for a curriculum consultant to be skilled in advisory techniques. To effectively communicate a curriculum consultant must also be skilled in furniture and equipment arrangement--for these items can contribute to or distract from the effectiveness of a presentation. As a curriculum consultant for a school or school district you may choose to utilize a school auditorium with permanently arranged seats when advising large groups. However, when those in attendance number closer to 20 than 50 you may prefer a large meeting room. Under the Resources is a list of furniture and equipment for a large meeting room. You are to draw an illustration of the arrangement of the furniture and equipment to maximize the effectiveness of your presentation when advising a large group numbering from 20-30 persons. Designate where you would stand when utilizing the lectern and when utilizing the projector screen.	9.5.2.3.A List of Furniture and Equipment 1. 12 tables 2. 30 chairs 3. projector screen 4. lectern 5. projector with table and projector operator	

Behavioral Objective Continued:

9.5.2.3.B

You are the curriculum consultant for a special education school. The student teachers left a week ago and everyone seems to be having a discipline problem in their classroom. You are to speak to all 30 members of the faculty Friday afternoon at 3:30 to give suggestions and work out possible solutions.

The meeting is to be held in the cafeteria which is equipped to seat 75. The west wall of the cafeteria is all windows. The windows are not curtained but do have blackout shades. The school is not air-conditioned and the forecast predicts clear weather, the temperature to reach 100°.

You are to evaluate the situation and determine appropriate advisory techniques.

List all techniques which you consider appropriate for the situation. Be prepared to discuss your list of techniques with your instructor.

9.5.2.3.C

As your final activity for this objective, there are several films listed for your viewing. As you view the films, note important points to remember on the actual presentation of a speech. Arrange these points in a simple outline.

9.5.2.3.C

1. View the following films: "Fundamentals of Public Speaking" and "Speech Lectures."

9.5.2.3.C

The films are old, and the dress styles out of date, but the scripts do contain some valuable information. So, please bear through.

The films can be obtained through Whitten Hall. See your instructor for acquisition procedures.

9.5.2.3.C (continued)

If you feel the need for additional information of any area of oral "presentation" you will find selected references listed in the resources.

These references may be located in the campus main library--the call number has been given for eacy accessibility.

9.5.2.3.C (continued)

2. Suggested references:

808.5 B162g Baird, A. Craig. General Speech--An Introduction. New York: McGraw-Hill Book Company, Inc., 1957.

Chapter 9 - "Using Effective Language"
Chapter 10 - "The Speaking Voice"
Chapter 11 - "Articulation and Pronunciation"
Chapter 12 - "Physical Activity and Visual Aids"
Chapter 13 - "The Speaker's Personality"

PN 4121 .M579 Monroe, Alan H. Monroe's Principles of Speech. Chicago: Scott, Foresman and Co., 1945.

Chapter 2 - "Stand Up and Be Heard"

Competency Component: 9.5.2 To assist the trainee in identifying the procedures necessary for planning individual conferences, small groups, and large group meetings.

Behavioral Objective: 9.5.2.3 The trainee will be able to utilize scheduling procedures, seating arrangements, and presentation techniques to enhance communication.

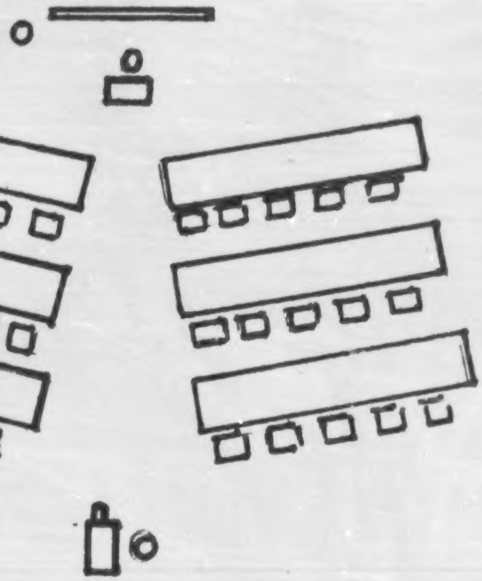
Activity No. *Evaluation Criteria*

9.5.2.3.A

The trainee was to devise a floor plan to maximize the effectiveness of an oral presentation when advising a large group numbering from 20-30 persons.

The presentation was to take place in a large meeting room containing the following furniture and equipment: 12 tables, 30 chairs, projector screen, lectern, projector with table and projector operator.

The trainee has successfully completed the activity if the suggested floor plan was devised along the following lines:



** Floor plan adapted from How to Communicate . . Effectively by Charles V. Crumb.

9.5.2.3.B

The trainee was to evaluate the following situation and list all appropriate adivsory techniques.

Competency Component: 9.5.2 To assist the trainee in identifying the procedures necessary for planning individual conferences, small groups, and large group meetings.

Behavioral Objective: 9.5.2.3 The trainee will be able to utilize scheduling procedures, seating arrangements, and presentation techniques to enhance communication.

Activity No. | *Evaluation Criteria*

9.5.2.3.B
(continued)

Situation:

You are the curriculum consultant for a special education school. The student teachers left a week ago and everyone seems to be having a discipline problem in their classroom. You are to speak to all 30 members of the faculty Friday afternoon at 3:30 to give suggestions and work out possible solutions.

The meeting is to be held in the cafeteria which is equipped to seat 75. The west wall of the cafeteria is all windows. The windows are not curtained but do have blackout shades. The school is not air-conditioned and the forecast predicts clear weather, the temperature to reach 100°.

To successfully complete the activity the trainee's list must include the following techniques:

lecture followed by discussion
lecture followed by conference
lecture with audio-visuals
  A. slides
  B. overhead
  C. chalkboard
  D. easel and paper

To conclude the activity, the trainee will verbally respond to the following questions:

1. If you were the curriculum consultant in the given situation which technique would you employ?

2. Describe how you would employ your response to the previous question.

9.5.2.3.C

This activity consists of viewing two films and preparing a simple outline on the actual presentation of a speech.

The outline is to be similar to the one on "Preparation" given to the trainee in Activity 17.1.1.1.A

The trainee has successfully completed the activity if the outline submitted to you is developed along the following lines:

Competency Component: 9.5.2 To assist the trainee in identifying the procedures necessary for planning individual conferences, small groups, and large group meetings.

Behavioral Objective: 9.5.2.3 The trainee will be able to utilize scheduling procedures, seating arrangements, and presentation techniques to enhance communication.

Activity No.	*Evaluation Criteria*
9.5.2.3.C (continued)	I. Actual Presentation A. Eye contact (be direct) B. Voice (be heard) 1. volume 2. speed 3. tone C. Speech (be distinct) 1. pronunciation 2. enunciation D. Movement and Gestures (be lively) 1. stance 2. purposefulness of movement 3. appropriateness of gesture E. Audience Adaptation (be sensitive) Parts adopted from "Fundamentals of Public Speaking" film.

Competency Component: 9.5.2 To assist the trainee in identifying the procedures necessary for planning individual conferences, small groups, and large group meetings.

Behavioral Objective: 9.5.2.4 The trainee will be able to design and implement an appropriate follow-up program for a communication situation.

Enabling Activities	*Resources*	*Comments*
9.5.2.4 One of the greatest values of any meeting is realized days, weeks or even months later when the content of the meeting is applied to specific problems. For this reason, a follow-up program is essential, yet of all communications areas, this is most neglected. Most people need to be aided and coaxed into applying what they have learned. Develop your follow-up program with an effort to guide the participants into applying solutions to their problems.		
9.5.2.4.A Resource File 9.5.2.4.A contains three communication situations for the curriculum consultant. - an individual conference - a small group workshop - a large group meeting Read over each situation and develop a list of possible follow-up programs for each. Consider each situation separate along with your attained knowledge of small and large group presentations.	9.5.2.4.A Crumb, Charles V. How to Communicate . . Effectively. Philadelphia: Lefax Publishing Co., 1968. Marks, J. R., Stoops, E., and King-Stoops, J. Handbook of Educational Supervision: A Guide for the Practitioner. Boston: Allyn and Bacon, Inc., 1972.	

Resource File 9.5.2.4.A

Situation I

Ms. C.C. has just finished a conference with Ms. Green. Ms. Green is a primary EMR teacher. She had been very disturbed over Bobby's behavior.

"I've tried everything! He's just impossible. Nothing seems to work."

After Ms. Green and Ms. C.C. carefully analyzed the situation, they seemed to have a better understanding of Bobby's problems.

Ms. C.C. offered several methods for Ms. Green to put into use. Ms. Green said that she was willing to try anything but seemed pessimistic about the results.

As the curriculum consultant, what methods of follow-up would you use in this situation?

Resource File 9.5.2.4.A

Situation II

Ms. C.C. has just held a workshop for 15 special education teachers on ways to employ the overhead projector in your classroom.

All the teachers invited attended and they seemed very eager to employ the techniques suggested in the workshop. All have overhead projectors available to them.

As a curriculum consultant how would you follow up this workshop?

Resource File 9.5.2.4.A

Situation III

In your role as a curriculum consultant, you have been asked to give a presentation on curriculum development, new techniques and methods to employ. It is to be presented through lectures and teacher activities. It is to include the entire special education staff which involves about 50 people.

Special activities and lectures in several different subject areas will be offered over a two-month time span.

As the curriculum consultant what possible follow-up activities could be employed in this situation?

Competency Component: 9.5.2 To assist the trainee in identifying the procedures necessary for planning individual conferences, small groups, and large group meetings.

Behavioral Objective: 9.5.2.4 The trainee will be able to design and implement an appropriate follow-up program for a communication situation.

Activity No.

Evaluation Criteria

9.5.2.4.A

The trainee was required to suggest follow-up activities for each of three simulated communication situations.

The following are suggested possibilities for the trainee to compare with his list. Should the lists differ greatly, the trainee should verbally discuss his with a SECTraC advisor.

Situation I
1. follow-up conferences with Ms. Green at dated intervals
2. classroom observations of Bobby
3. periodic checks with Ms. Green via telephone
4. Ms. Green could keep anecdotal records on Bobby to share with Ms. C.C.

Situation II
1. classroom observations
2. follow-up letter to teachers asking for response
3. follow-up questionnaire to teachers
4. teacher report
5. follow-up meeting to discuss successes and problems

Situation III
1. teacher reports
2. classroom observations
3. conferences with teachers
4. conferences with principal or director
5. follow-up questionnaire
6. follow-up meeting for discussion of problems

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component

9.5.3 To assist the trainee in preparing guidelines for curriculum consultants to follow in establishing and maintaining effective communication.

Behavioral Objectives

9.5.3.1 The trainee will be able to develop a time and sequence chart establishing one form of communication procedure given a curriculum development situation.

9.5.3.2 The trainee will be able to develop a job description for a curriculum consultant which details the communication skills required.

9.5.3.3 The trainee will be able to delineate ten suggestions to help a curriculum consultant establish an effective communication system.

Competency Component: 9.5.3 To assist the trainee in preparing guidelines for curriculum consultants to follow in establishing and maintaining effective communication.

Behavioral Objective: 9.5.3.1 The trainee will be able to develop a time and sequence chart establishing one form of communication procedure given a curriculum development situation.

Enabling Activities	*Resources*	*Comments*
9.5.3.1 As a curriculum consultant, it is not enough that you understand communication and use it well. There will be areas where you will be called upon to assemble and communicate projects. Here your communications skills will be tried to the fullest. You will also find the necessity of comprising a management plan to assist you in designing the time and costs aspects of a project. It is the purpose of this behavioral objective to introduce you to PERT and other similar management techniques. PERT is Program Evaluation Review Technique and is aimed at the management of the time and costs aspects of a project. It can also be used when the project has novel features. Generally, the more complex the project, the more the need for a PERT. In using PERT, one must discover what activities will be involved. For example, in teaching a project on the use of the overhead projector, your activities may include:		

Behavioral Objective 9.5.3.1 Continued:

9.5.3.1 (continued)

1. planning
2. general description of overhead
3. examination of overhead
4. description of uses
5. audience activities

Secondly, you must develop the sequence the activities will occur. Then a sequence network can be designed. A sequence network identifies the activities to be performed and the dependencies and independent relationships among them. At the very least a network at the planning stage shows you whether you can complete the project by a certain deadline or not.

With this brief introduction in mind, complete the selected tasks.

9.5.3.1.A

Complete the selected reading assignment. You may choose one or the other of the listed books. You need not read both.

9.5.3.1.B

In your role as a curriculum consultant you will be required to develop and manage

9.5.3.1.A

Johnson, R. G. PERT for Managers. New Jersey: Argyle Publishing Corporation, 1968.

Federal Electric Corporation. A Programmed Introduction to PERT. New York: John Wiley & Sons, Inc., 1963.

9.5.3.1.B (continued)

numerous projects. Your task here is to design a simulated project related to your role as curriculum consultant. You will set all the time, costs and objectives yourself. When you have developed the idea for a project, design a PERT or time and sequence chart for your project.

Included in your design will be the development of:

1. a sequence network
2. location of the critical path(s) in the network
3. list the plausible options when a network plan does not match an overall objective
4. Be prepared to verbally interpret your schedule to a SECTraC advisor.

Competency Component: 9.5.3 To assist the trainee in preparing guidelines for curriculum consultants to follow in establishing and maintaining effective communication.

Behavioral Objective: 9.5.3.1 The trainee will be able to develop a time and sequence chart establishing one form of communication procedure given a curriculum development situation.

Activity No.	*Evaluation Criteria*
9.5.3.1.B	The trainee was required to design a time and sequence chart establishing one form of communication procedure given a curriculum development situation. This design is to be evaluated by the SECTraC advisor and must include: 1. a sequence network 2. location of the critical path(s) in the network 3. list the plausible options when a network plan does not match an overall objective. 4. be prepared to verbally interpret your schedule to a SECTraC advisor.

Competency Component: 9.5.3 To assist the trainee in preparing guidelines for curriculum consultants to follow in establishing and maintaining effective communication.

Behavioral Objective: 9.5.3.2 The trainee will be able to develop a job description for a curriculum consultant which details the communication skills required.

Enabling Activities	*Resources*	*Comments*
9.5.3.2		
Because your role as a curriculum consultant is an innovative role, it is especially important that you understand the details of your job and are able to communicate your role freely.		
Many times you may work with people who have very little understanding of the meaning of your job. If your co-workers do not understand your role, they cannot take full advantage of your skills.		
Thus, it most important that you are able to communicate a description of your role.		
9.5.3.2.A		
This module has trained you in developing skills for effective communication. Your job here is to put those skills to use and develop a job description for a curriculum consultant. Be sure to keep in mind the required communication skills.		
Turn in the finished product to your SECTraC advisor.		

Competency Component: 9.5.3 To assist the trainee in preparing guidelines for curriculum consultants to follow in establishing and maintaining effective communication.

Behavioral Objective: 9.5.3.2 The trainee will be able to develop a job description for a curriculum consultant which details the communication skills required.

Activity No.	*Evaluation Criteria*
9.5.3.2.A	The trainee was required to develop a job description for a curriculum consultant which details the communication skills required.

The following is a sample for the SECTraC advisor to use in comparison:

> Increased research activities, innovations in many teaching methodologies and the current emphasis on non-categorical programming have created a need for persons capable of solving curriculum problems and improving instructional programs for exceptional children.
>
> The consultants are skilled in the process of curriculum development and knowledgeable about educational needs of exceptional children.
>
> The curriculum consultant has acquired the training to be skilled in the following areas:
>
> Advise and aid in decision making relative to curriculum development as it pertains to the education of exceptional children.
> Assist in the development of evaluation programs to assess pupil performance and teacher effectiveness.
> Aid teachers' use of resources and research results.
> Assist teachers in solving instructional problems.

Competency Component: 9.5.3 To assist the trainee in preparing guidelines for curriculum consultants to follow in establishing and maintaining effective communication.

Behavioral Objective: 9.5.3.3 The trainee will be able to delineate ten suggestions to help a curriculum consultant establish an effective communication system.

Enabling Activities	*Resources*	*Comments*
9.5.3.3 You've made it! This is the last activity in this module. This objective was designed as review. It should enable the trainee to pull from previous knowledge gained here, and to summarize some of the more important ideas.		
9.5.3.3.A As your final activity, you are to develop a list of at least 10 suggestions to help a curriculum consultant establish effective communication. If you feel it is necessary, you may go back and use some of the resources listed in earlier activities. Your suggestions should be brief and succinct.		

Competency Component: 9.5.3 To assist the trainee in preparing guidelines for curriculum consultants to follow in establishing and maintaining effective communications.

Behavioral Objective: 9.5.3.3 The trainee will be able to delineate ten suggestions to help a curriculum consultant establish an effective communication system.

Activity No.	*Evaluation Criteria*
9.5.3.3.A	The trainee was to develop a list of at least 10 suggestions to help a curriculum consultant establish an effective communication system. The following are some suggestions to use for comparison: 1. When communicating in written form, always make carbon copies. 2. Keep a record of all oral conversations including telephone calls. 3. In presentations, use visuals whenever possible. 4. Practice the basic principles of delivery. 5. In developing projects, always have a method of evaluation and review. 6. Communicate directly whenever possible. 7. Use the proper channel of communication for the appropriate message. 8. In delivery, make use of the basic skills of speech composition. 9. When communicating through the schools, use their system for communication. 10. Always determine your goals and objectives. 11. Adapt a speech to the audience. 12. Analyze your obstacles.